



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Kindergarten

KNOWLEDGE 2

The Five Senses

TEACHER GUIDE

Kindergarten

Knowledge 2

The Five Senses

Teacher Guide

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Introduction

This introduction includes the necessary background information to be used in teaching *The Five Senses* domain. The Teacher Guide for *The Five Senses* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 6, after all of the senses have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than twelve days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *The Five Senses*, which can also be found on the program's digital components site.
- Image Cards for *The Five Senses*
- Activity Book
- Digital Components for *The Five Senses*

WHY THE FIVE SENSES ARE IMPORTANT

The color of the sky, the sound of a dog barking, the scent of a rose, the taste of chocolate cake, the feel of a cool breeze—everything that we know about the world comes to us through our five senses. Humans gather information about their environment through the use of sight, hearing, smell, taste, and touch. Each of the five senses responds to specific stimuli in the world around us, and each uses a unique part of the body to take in information. This domain will be one of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process.

Later lessons will also address what happens if the senses of sight and hearing do not function properly. Students will hear inspirational stories about the lives of two individuals, Ray Charles and Helen Keller, who overcame significant challenges posed by blindness and deafness.

CORE VOCABULARY FOR THE FIVE SENSES

The following list contains all of the core vocabulary words in *The Five Senses* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 amazing harm sight touch	Lesson 4 mucus nostrils scents	Lesson 7 blind disability disease opportunity remarkable
Lesson 2 iris leap protect pupil	Lesson 5 congested flavorful pucker saliva taste buds	Lesson 8 deaf disobedient frustrated sensations
Lesson 3 echo invisible sound waves vibrate volume	Lesson 6 nerves sensitive skin texture	

CORE CONTENT OBJECTIVES

Students will:

- Identify the five senses: sight, hearing, smell, taste, and touch
- Identify the body parts associated with the five senses
- Describe how the five senses help people
- Describe the sense of sight
- Recall facts about the eye and its different parts
- Describe the sense of hearing
- Recall facts about the ear and its different parts
- Describe the sense of smell
- Recall facts about the nose and its different parts
- Describe the sense of taste
- Recall facts about the mouth and its different parts
- Describe the sense of touch
- Recall facts about skin and associated parts of the body
- Describe the experiences and challenges of someone who is blind
- Explain why Ray Charles is important
- Describe the experiences and challenges of someone who is blind and deaf
- Explain why Helen Keller is important

WRITING

In this domain, students will focus on using drawing to describe key concepts in informational texts about *The Five Senses*. Students will create drawings that identify the sense with the corresponding body part. They will also use a T-Chart to categorize odors and will sort foods based on the sense of taste. Students will complete two timelines showing important scenes from the lives of Ray Charles and Helen Keller.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Drawing the Senses (Lessons 1, 2, 6)
- Categorizing Activities (Lessons 3–5)
- Timelines (Lessons 7, 8)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

THE FIVE SENSES

My Senses Are Amazing

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the senses as all working together to help us understand the world around us.

 **TEKS K.1.A**

Reading

Students will identify the five senses and associated parts of the body and discuss how graphic features help them understand how the five senses help people.

 **TEKS K.8.D.i; TEKS K.9.C**

Language

Students will demonstrate understanding of the Tier 2 word *harm*.

 **TEKS K.3.C**

Writing

Students will create drawings demonstrating their knowledge of the five senses and associated parts of the body.

 **TEKS K.11.B**

Students will identify and use words that name actions.


 **TEKS K.3.C**

FORMATIVE ASSESSMENT

Drawing Activity

The Five Senses Drawing Students will demonstrate their knowledge of the five senses and associated parts of the body.

 **TEKS K.11.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.9.C** Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; **TEKS K.11.B** Dictate or compose informational texts; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations.



Writing Studio

If you are using Writing Studio, you may begin Unit 1 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min	<input type="checkbox"/> various items for students to identify using senses
Core Connections			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> Image Cards 1–5
“My Senses are Amazing”			
Comprehension Questions			
Word Work: <i>Harm</i>			
This is a good opportunity to take a break.			
Application			
The Five Senses Drawing	Independent	20 min	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Bring in an item or items that students can identify using the five senses (e.g., fragrant flowers, oranges, a bell, a rattle). Have these items easily accessible but out of students' view.

Note: Be sure to check with your school's policy regarding food distribution and allergies.

CORE VOCABULARY

amazing, adj. surprisingly good

Example: It was amazing to see how tall the sunflower grew over the summer!

Variation(s): none

harm, n. an injury to the body

Example: My baby sister always pulls my hair, but I know she doesn't mean any harm.

Variation(s): none

sight, n. the act of seeing and looking at things with your eyes

Example: Sight is my favorite sense because I love seeing the different colors all around me.

Variation(s): none

touch, v. to feel with your skin

Example: I can't wait to touch the lamb's soft wool at the petting zoo!

Variation(s): touches, touched, touching

Vocabulary Chart for "My Senses are Amazing"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	touch (<i>tacto</i>)	amazing harm	
Multiple Meaning	sight		
Sayings and Phrases			

Lesson 1: My Senses Are Amazing

Introducing the
Read-Aloud

Flip Book 1A-1

ENGLISH
LANGUAGE
LEARNERSSpeaking and
ListeningExchanging Information
and Ideas**Beginning**

Ask students yes/no questions about the five senses and encourage them to ask their own questions about the five senses.

Intermediate

Provide students with a specific sentence frame (e.g., "The five senses are . . .").

Advanced/**Advanced High**

Encourage students to use content-related words in complete sentences (e.g., "The five senses are sight, hearing, smell, taste, and touch.").

ELPS 3.B; ELPS 3.D

Speaking and Listening: Students will describe the senses as all working together to help us understand the world around us.

 **TEKS K.1.A**
DOMAIN INTRODUCTION (5 MIN.)

- Explain that over the next several weeks, students will learn about the different parts of their bodies and the wonderful things their bodies can do.
- Ask students if they have ever heard of the five senses.
- Explain that the five senses are sight, hearing, smell, taste, and touch.

Show Image 1A-1: Five photos depicting senses

- Point to each picture and ask students what they see.
- Have students describe what the people are doing in the pictures and what parts of the body they are using.

CORE CONNECTIONS (5 MIN.)

- Have students close their eyes. Tell them to try to identify an object or objects by hearing, smelling, touching, or tasting.
- Set down items in front of students. As appropriate for each item, prompt students to touch it, smell it, move it around to see if it has a sound, and/or taste it. Have them do what they can to identify the items without looking at them.
- Circulate around the room, asking students questions about each item as appropriate:
 - Does it have a smell? What does it smell like?
 - How does it feel when you touch it? Is it soft or hard, wet or dry?

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

- Does it make a sound when you move it?
- Can you taste it? Does it taste sweet or sour?
- Once the students have done this, have them guess at what they think the item is. Then, have students open their eyes to see if they were correct.
- Explain to students that they just used all of their five senses—sight, hearing, smell, taste, and touch—to identify the item(s). Tell students that the senses all work together to help us understand the world around us.

Lesson 1: My Senses Are Amazing

Read-Aloud



Reading: Students will identify the five senses and associated parts of the body and discuss how graphic features help them understand how the five senses help people. **TEKS K.8.D.i; TEKS K.9.C**

Language: Students will demonstrate understanding of the Tier 2 word *harm*. **TEKS K.3.C**

PURPOSE FOR LISTENING

- Tell students they are going to hear a poem called “My Senses Are Amazing.”
- Tell them to listen carefully to find out more about the five senses.
- Tell students they will see photos as they listen. These photos can help them understand what the poem is about. **TEKS K.9.C**

“MY SENSES ARE AMAZING” (15 MIN.)



Show image 1A-1: Five photos depicting senses

*My senses are **amazing**,
They help me do so much.
My eyes can see, my ears can hear,
My skin and hands can **touch**.
My senses are amazing,
They make me happy, too.
My tongue can taste the food I eat,
My nose can smell perfume.
My senses are amazing,
They keep me safe from **harm**.
My nose smells smoke, my skin feels heat,
My ears hear fire alarms.
My senses are amazing,
And now you know them well.
Let's say all five together now:
Sight, hearing, taste, touch, smell.*

Support

As you read the lines about each sense, slow down and point to the images that go with each sense.

TEKS K.8.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.9.C** Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations.

Reread with the Guided Listening Supports.



Show image 1A-1: Five photos demonstrating senses

My senses are **amazing**. Amazing means surprisingly good.

They help me do so much.

My eyes can see, my ears can hear,

My skin and hands can **touch**. To touch means to feel with your skin.

My senses are amazing,

They make me happy, too.

My tongue can taste the food I eat, To taste means to discover flavors with your tongue.

My nose can smell perfume. To smell means to discover odors with your nose.

[Ask students what else the nose can smell and point to the girl with the flower.]

My senses are amazing,

They keep me safe from **harm**. Harm means injury to your body.

My nose smells smoke, my skin feels heat,

My ears hear fire alarms.

My senses are amazing,

And now you know them well.

Let's say all five together now:

Sight, Sight is seeing with your eyes.
hearing, taste, touch, smell.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal** What are the five senses mentioned in this poem—or five ways that your body discovers the things around you? (*The five senses are sight, hearing, taste, touch, and smell.*)
2. **Literal** [Use Image Cards 1–5 to review each of the senses. As you show each image, ask the following question.] What body part is this and how do you use it? (*Answers may vary, but students should respond to each image, stating, "This body part is _____. You use it to _____."*) **TEKS K.9.C**

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.

Image Cards 1–5



TEKS K.9.C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

Challenge

Have students sequence the senses in order based on how amazing they think each sense is, providing reasons for their choices.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Offering Opinions

Beginning

Ask students to point to the associated part of the body to answer the question, “What do you think is your most amazing sense?”

Intermediate

Provide students with a specific sentence frame (e.g., “My most amazing sense is because . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “My most amazing sense is my sight because it allows me to see where I’m going and protects me from danger, such as traffic.”).

ELPS 3.G

3. **Inferential** How do your senses help you? [You might probe by rereading the following lines: “My nose smells smoke, my skin feels heat, my ears hear fire alarms.”] (*Answers may vary, but may include that the senses help you identify things, and they help keep you safe from harm and warn you about danger.*)
4. **Evaluative** *Think Pair Share:* Based on what you heard during the read-aloud, what do you think is your most amazing sense? Why? (*Answers may vary, but may include examples from the read-aloud.*)



Check for Understanding

Show Image 1A-1: Five photos depicting senses

Point and Say It: Point to the individual image of each of the five body parts. Have students identify the sense that corresponds to that image.

WORD WORK: HARM (5 MIN.)

1. In the poem you heard, “My senses are amazing, they keep me safe from harm.”
2. Say the word *harm* with me.
3. *Harm* means injury to the body.
4. Some things are dangerous and can cause you harm. A bee may cause you harm if it stings you.
5. Tell about some things you think might cause you harm. Use the word *harm* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A _____ might cause me harm; _____ might cause me harm.”] What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. If any of the following sensations might cause you harm, say, “That might cause harm.” If what I say would not cause you harm, say, “That would not cause harm.” Remember to answer in complete sentences.

- touching broken glass (*That might cause harm.*)
- listening to soft music (*That would not cause harm.*)
- riding a bicycle without wearing a helmet (*That might cause harm.*)
- looking directly at the bright sun (*That might cause harm.*)
- smelling a flower (*That would not cause harm.*)

Note: Students may have different opinions. If so, you may ask them to explain their opinions.

Lesson 1: My Senses Are Amazing

Application



Writing: Students will create drawings demonstrating their knowledge of the five senses and associated parts of the body. **TEKS K.11.B**

Language: Students will identify and use words that name actions. **TEKS K.3.C**

THE FIVE SENSES DRAWING (20 MIN.) **TEKS K.3.C**

- Tell students they will draw the body parts that go with each of the five senses.
- Remind students of the poem they heard earlier today about the five senses. Review the name of each sense and the associated body part(s).
- Have students complete the following sentences:
 - I see with my _____. (eyes)
 - I use my _____ to hear. (ears)
 - I can _____ the flowers. (smell)
 - I like the taste of candy on my _____. (tongue)
 - I can _____ the fuzzy kitten with my hand. (touch or feel)
- Tell the students that some of the words are things and some of the words are action words. Words that are people, places or things are called nouns. Words that show an action, or something you do or that happens, are called verbs.
- Point out that the word *harm* was used in the poem. *Harm* can be either a thing or an action. It can refer to causing pain, or to the pain that is caused. Reread the line “keep me safe from harm” in the poem. Ask: “Is *harm* a thing or an action here?” (It is a thing.) Point out that when a word can be both a thing and an action, the words around it will help you know which meaning is being used.
- Have students say either “That is a thing.” or “That is an action.” to the following words:
 - eye (That is a thing.)
 - hear (That is an action.)

TEKS K.11.B Dictate or compose informational texts; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations.



Writing

Composing/Writing

Beginning

Prompt students with simple questions (e.g., “Does the ear help you hear music? Can you touch your ear? Can you draw your ear?”).

Intermediate

Prompt students with statements (e.g., “Draw the part of your body that helps you hear music.”).

Advanced/

Advanced High

Encourage students to add detail to their drawings (e.g., draw symbols for the kind of sound, such as musical notes or wavy lines for wind, and label their drawings with words.).

ELPS 2.1; ELPS 5.B;

ELPS 5.D

Challenge

Have students label their drawings with words for the body parts or senses as appropriate.

- nose (That is a thing.)
- tongue (That is a thing.)
- feel (That is an action.)”

Note: there are some words that can be both nouns and verbs, like *touch*, but it is not necessary to explain it at this time. Throughout the domain, call attention to both nouns and verbs being used. Students do not need to master the terms *nouns* or *verbs*, but should be able to use common nouns and verbs correctly in sentences.



Check for Understanding

Point and Say It: Have students sit facing you. As you call out a sense have students name the associated body part aloud and touch the body part that corresponds to the sense. For example, when you say *taste*, students should say *mouth* and point to their mouths.

- Ask students to look around the classroom and use all of their senses to notice their surroundings.
- Prompt them with the following kinds of questions: “What do you see around you? What do you hear?”
- Remember to repeat and expand upon each response using richer and more complex language, including the core vocabulary when possible.
- Tell students to draw five pictures to represent each of the five body parts. Prompt students with statements like: “Draw the body part that helps you smell dinner cooking in the oven.”

End Lesson

Lesson 1: My Senses Are Amazing

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.1.

THE FIVE SENSES

The Sense of Sight

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the five senses.

 **TEKS K.1.A**

Reading

Students will describe the sense of sight and recall facts about the eye and its different parts, using graphics to gain information.

 **TEKS K.6.C; TEKS K.8.D.ii**

Language

Students will demonstrate understanding of the Tier 2 word *protect*.

 **TEKS K.3.C**

Students will demonstrate understanding of the saying “look before you leap.”

 **TEKS K.9.D**

Writing

Students will create a drawing and will provide an oral statement describing the sense of sight and how it helps people.


 **TEKS K.11.B**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will provide a statement describing the sense of sight.

 **TEKS K.11.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.ii** Recognize characteristics of informational texts, including titles and simple graphics to gain information; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations; **TEKS K.9.D** Discuss with adult assistance how the author uses words that help the reader visualize; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> gumball or marble
“The Sense of Sight”			
Comprehension Questions			
Word Work: <i>Protect</i>			
This is a good opportunity to take a break.			
Application			
The Sense of Sight Drawing	Whole Group Independent	20 min	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools
Sayings and Phrases: Look Before You Leap			

ADVANCE PREPARATION

Read-Aloud

- Bring in a gumball or marble to demonstrate the size and shape of the eyeball to students.

Universal Access

- Incorporate a hands-on activity to aid students in their learning of the sense of sight.
 - Play “I Spy” inside or outside of the classroom, or have students make their own “I Spy” page by creating a collage with magazine images.

CORE VOCABULARY

iris, n. the colored part of the eye

Example: The color of Mary’s iris is a pretty shade of green.

Variation(s): irises

leap, v. to jump

Example: I think I can leap over that rock easily.

Variation(s): leaps, leaped, leapt, leaping

protect, v. to keep something safe from harm

Example: I will protect my new kitten from dangers by keeping her indoors.

Variation(s): protects, protected, protecting

pupil, n. a small, covered black hole in the center of the eye where light enters

Example: The pupil is the black circle in the center of your eye.

Variation(s): pupils

Vocabulary Chart for “The Sense of Sight”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		leap protect (<i>proteger</i>)	
Multiple Meaning	iris (<i>iris</i>) pupil (<i>pupila</i>)		
Sayings and Phrases	look before you leap sense of sight		

Lesson 2: The Sense of Sight

Introducing the
Read-Aloud

Image Cards 1–5

ENGLISH
LANGUAGE
LEARNERSSpeaking
and ListeningExchanging Information
and Ideas

Beginning

Have students repeat the phrase “sense of sight” while pointing to their eyes.

Intermediate

Provide students with a specific sentence frame (e.g., “I see the color _____ on . . .”).

Advanced/
Advanced High

Encourage students to use content-related words in complete sentences (e.g., “I see a magenta coat. The carpet is maroon.”).

ELPS 3.F; ELPS 4.F

Speaking and Listening: Students will review the five senses.

TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students of the poem they listened to in the previous lesson. Tell students that they are going to learn more about the five senses.

Show Image Cards 1–5

- For each image, have students identify the sense associated with that image.



Check for Understanding

Point and Say It: Have students identify each of the five senses, pointing to the body part associated with each sense.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that today you are going to think and talk about the sense of sight.
- Have students close their eyes briefly and think about colors and shapes. Then instruct them to open their eyes and look quietly around the room for a moment. What do they see?
 - Which colors do they see in the classroom? Elaborate on their responses using a variety of words for color choices (*magenta, mustard, sage, burnt orange, rose, etc.*).
 - What shapes do they see in the classroom? Again, elaborate on their responses using a variety of words for shapes (*oblong, hexagon, rectangle, oval, etc.*)

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 2: The Sense of Sight

Read-Aloud



Reading: Students will describe the sense of sight and recall facts about the eye and its different parts, using graphics to gain information.

TEKS K.6.C; TEKS K.8.D.ii

Language: Students will demonstrate understanding of the Tier 2 word *protect*.

TEKS K.3.C

PURPOSE FOR LISTENING

- Tell students that the main topic, or main idea, in this lesson is the sense of sight.
- Ask them to listen carefully to find out more about the sense of sight.
- Have them pay special attention to the names of the different parts of the eye and what each part does.

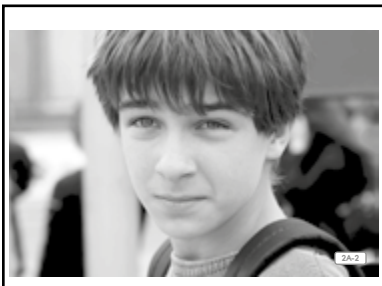
“THE SENSE OF SIGHT” (15 MIN.)



Show image 2A-1: Boy leaping onto a rock

Have you ever heard people say, “look before you **leap**?” They are warning you to be careful and think things through before you act. “Look before you leap” is a saying that makes a lot of sense, because every day we use our eyes to look at the ground ahead of us before we move. Imagine how much more dangerous it

would be to do these things with your eyes closed! Our sense of sight helps to keep us safe.



Show image 2A-2: Boy looking to cross the street

Your eyes help **protect** the rest of your body. *Protect means to keep something safe from harm.* They help you avoid bumping into things or tripping or falling as you move. You use your eyes to look both ways before you cross the

TEKS K.6.C Use text evidence to support an appropriate response; **TEKS K.8.D.ii** Recognize characteristics of informational texts, including titles and simple graphics to gain information; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations.

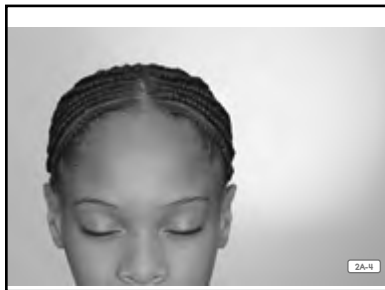
street. But while your eyes are busy protecting you, what's busy protecting your eyes? Now listen closely and you'll learn about the body parts that work together to keep your eyes safe.



Show image 2A-3: Child's head with round eyeball

You might not be able to tell when you look in a mirror, but in fact, your eyes are round like balls. That is why they are called eyeballs. Each of your eyeballs is about as big—and almost as round—as a normal-sized gumball or marble.

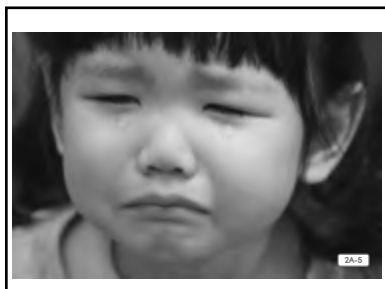
[Hold up a small gumball or marble for students to see.] But your eyeballs aren't hard like gumballs; they're actually squishy like gummy bears. They are set into holes in your head—called eye sockets—so that they won't get dirty or poked.



Show image 2A-4: Girl with eyes shut

Your eyelids are little pieces of skin that come down and cover your eyeballs when you close your eyes or blink. Even when you are not trying to, your eyes blink automatically every few seconds in order to keep your eyeballs moist. The long hairs on your eyelids are called eyelashes; they help brush away dirt before it

can get in your eyes. And your eyebrows, the hair just above your eyes, are important, too—they help keep water and sweat from flowing down into your eyeballs.

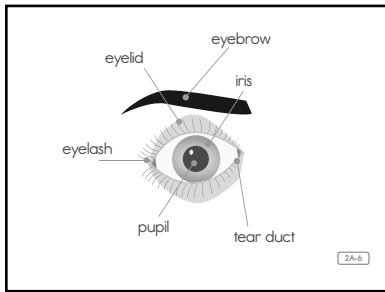


Show image 2A-5: Tears

Tears—the very same tears that come out when you cry—are important for protecting your eyes, too. Tiny tear ducts in the corners of your eyes release the tears, which keep your eyes moist and help wash your eyes when irritating objects (such as dirt or small bugs) get in them.

Support

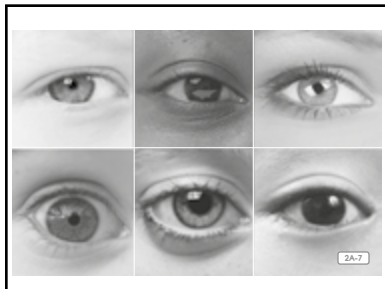
Repeat the name of each part of the eye, asking students to gently touch that part as you name it.



Show image 2A-6: Diagram of eye

All these body parts—eyelids, eyelashes, eyebrows, tear ducts, and eye sockets—do their part to protect your eyes from getting hurt from the outside. But eyes need to be protected from the inside, too. Luckily, eyes can protect themselves with the help of two inside parts of the eye: the **iris** and the **pupil**.

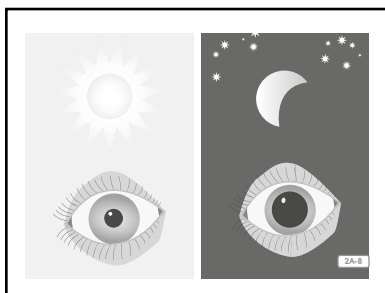
TEKS K.8.D.ii



Show image 2A-7: Eye color

Look at your friend’s eye. See the little black dot right in the middle? It looks like a dot, but it is actually a tiny, covered hole. That is called the pupil, and that is where the light comes into the eye.

Look at your friend’s eyes again. Which color do you see around the pupil? The colorful ring that surrounds the pupil is called the iris. Different people have different-colored irises. The most common colors are brown, blue, and green, but there are lots of different shades; you can also have gray, light or dark brown, or greenish-blue eyes.



Show image 2A-8: Dual image of eye in light (large iris, small pupil) and eye in dark (large pupil, small iris)

The iris controls the amount of light that gets into the pupil. *[Point to pupil and iris.]* This is important because you can hurt your eyes if too much light comes into them. When you turn down the lights in the room, your irises

open up, which makes your black pupils bigger. This lets in more light and makes it easier for you to see. *[Point to enlarged pupil.]* When you walk out in the sunlight, your irises close up around the pupils, so that your pupils are very small and less light comes in. *[Point to smaller pupil.]* Whether your irises are blue, brown, or green, their job is to control how much light gets into the pupils.

Support

Point to the parts of the eye.

Support

Explain that the word *pupil* can have other meanings. The word *pupil* also means a student in school.

Support

When the read-aloud says, “Look at your friend’s eye,” have students turn and observe their neighbor’s eyes.

TEKS K.8.D.ii Recognize characteristics of informational texts, including titles and simple graphics to gain information.

Be glad that your amazing eyes have all their parts, and know that they are always working hard to help you see the world around you. You can do your part, too, by trying not to put anything into your eyes that might harm them, especially your fingers. If you protect your eyes, your eyes can do their best to protect you! The next time you hear someone say, “Look before you leap,” tell your eyes a quiet thank you for helping to keep you safe!



Check for Understanding

Turn and Talk: Have students turn to a partner and explain what our sense of sight is and why it is important. (*Answers may vary, but may include that the sense of sight is the ability to see. The sense of sight is important because it allows us to see where we are going, avoid danger, etc.*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal** What are some of the parts of your eyes? What do they do? (*Answers may vary.*)

Literal Which parts of your eyes hold your eyeballs and keep them from getting poked? (*Eye sockets hold your eyeballs and keep them from getting poked.*)

Literal Which parts of your eyes come down over your eyes when you blink? (*Eyelids come down over your eyes when you blink.*)

Literal Which parts of your eyes brush dirt away from your eyes? (*Eyelashes brush dirt away from your eyes.*)

Literal Which parts of your eyes keep sweat from running down into your eyes? (*Eyebrows keep sweat from running down into your eyes.*)

Literal Which parts of your eyes make tears to help keep your eyeballs clean and moist? (*Tear ducts make tears to help keep your eyeballs clean and moist.*)

Literal Which inside part of your eye is a small, covered, black hole where light enters? (*The pupil is a small, covered, black hole where light enters.*)

Literal What do you call the colorful part of the eye? (*The colorful part of the eye is called the iris.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.

Challenge

Show image 2A-6 (diagram of eye), covering up the labels for the parts of the eye. Have students point to the different parts of the eye, identifying them by name and saying what each does.

2. **Inferential** Why do your pupils change in size? (*They get larger when it's dark to let in more light and smaller when it's bright so the eye is not harmed by too much light.*)
3. **Evaluative** *Think Pair Share:* How do the different parts of the eye help you? (*Answers may vary, but may include that different parts of the eye help protect the eye from getting hurt from the outside and others help protect the eye from getting hurt from the inside.*)



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Do your eyes help you?”).

Intermediate

Provide students with a specific sentence frame (e.g., “My eyes help me to . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “My eyes keep me safe by helping me see danger like a wet floor or a bee.”).

ELPS 3.D

WORD WORK: PROTECT (5 MIN.)

1. In the read-aloud you heard, “Your eyes protect the rest of your body.”
2. Say the word *protect* with me.
3. *Protect* means to keep something safe from harm.
4. When I am walking my dog in my neighborhood, I protect my small dog from bigger dogs by moving to the other side of the street.
5. Tell me about a time that you protected someone or something, or when someone protected you. Use the word *protect* or *protected* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I protected . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to describe some things. If what I describe can protect you, say, “That protects me,” and then tell me how. If it cannot protect you, say, “That doesn’t protect me.” Remember to answer in complete sentences.

- the fence around my yard (*That protects me. It keeps stray animals out of my yard.*)
- my seatbelt (*That protects me. It keeps me safe in an accident.*)
- my pencil (*That doesn't protect me.*)
- holding a grown-up’s hand on a busy street (*That protects me. It can pull me back if I step out into the street when there are cars.*)
- my neighbor’s cat (*That doesn't protect me.*)
- my bicycle helmet (*That protects me. It keeps my head safe if I fall off the bike and bump my head.*)

Lesson 2: The Sense of Sight

Application



Writing: Students will create a drawing and will provide an oral statement describing the sense of sight and how it helps people.

 **TEKS K.11.B**

Language: Students will demonstrate understanding of the saying “look before you leap.”

 **TEKS K.9.D**

THE SENSE OF SIGHT DRAWING (15 MIN.)

- Ask students to close their eyes and draw a picture of a person. It could be a classmate, family member, or friend.
- Tell students to add as many details as possible.
 - For example, they should draw eyebrows and eyelashes.
- Prompt them with questions to ensure that they draw all the body parts associated with the five senses: “Have you drawn ears? Does your person have hands?”
- Remind students to keep their eyes closed.
- Comment on any techniques you see students using as they draw.
 - For example, you might say: “I see someone feeling for the edge of the paper with their fingers. I see someone using their pointer finger to measure the distance between the eyes.”
- When students have finished their drawings, have them open their eyes.
- Give them a few moments to share their drawings and discuss the experience.
- Next, have students draw the same person on the back of the paper, this time keeping their eyes open.
- Prompt students to add similar details.
- After they are finished, allow time to discuss the experience and the importance of our sense of sight.

 **TEKS K.11.B** Dictate or compose informational texts; **TEKS K.9.D** Discuss with adult assistance how the author uses words that help the reader visualize.

ENGLISH
LANGUAGE
LEARNERS



Writing

Composing/Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawing.

Intermediate

Have students describe their drawing using short sentence(s).

Advanced/ Advanced High

Have students describe their drawing using longer, more detailed sentence(s).

ELPS 5.G

Challenge

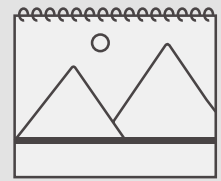
Have students label their drawings with words for the body parts or senses as appropriate.



Exit Pass

As students submit their drawings, they should provide a statement describing the sense of sight.

Flip Book 2A-1



ENGLISH
LANGUAGE
LEARNERS

Writing

Analyzing Language Choices

Beginning

Ask students simple yes/no questions (e.g., “Does someone actually need to be leaping or jumping to use the phrase ‘look before you leap’?”).

Intermediate

Provide students with a specific sentence frame (e.g., “‘Look before you leap’ means to use your eyes to . . . and use your brain to . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “‘Look before you leap’ means to watch where you are going and to think before doing something.”).

ELPS 2.C; ELPS 5.F

SAYINGS AND PHRASES: LOOK BEFORE YOU LEAP (5 MIN.)

Show image 2A-1: Boy leaping over water onto a rock

- Explain that proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life.
- Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.
- Remind students of the phrase “look before you leap.” Tell them that the phrase has two meanings.
- Explain that it can mean to use your eyes to protect yourself or use your brain to make a good decision or choice before you do something, so you won’t be sorry later.
 - Tell students “look before you leap” can mean to watch where you are walking or jumping in order to keep your body safe. For example, we might tell the boy in this picture, “Look before you leap.”
- Ask “What would happen if you leaped before you looked?” Demonstrate looking in one direction while walking or jumping the other way. Say, “It’s easy to see how you could hurt yourself or land somewhere you don’t want to be. The phrase ‘look before you leap’ helps us **visualize** what happens if we don’t pay attention or think first. **TEKS K.9.D**”
- Tell students “look before you leap” can also mean to think carefully about what might happen before you do something so that you won’t be sorry later.
 - For instance, share the following example of a figurative use with students: You might be so angry at a friend that you forget to look before you leap. Instead you tell her you won’t go to her house to play. Then later in the day, you start to think about how your words made her feel sad, and also how much fun you are going to miss at her house. You are sorry you said you

TEKS K.9.D Discuss with adult assistance how the author uses words that help the reader visualize.

were not going to go to her house. You wish that you had looked before you leaped by thinking more and making a better decision before you told your friend that you would not go over to her house to play.

Challenge

Have students share their own example of “*look before you leap*” with the class.

- Have students share how the phrase “look before you leap” might relate to the drawing activity they just completed. Would it have helped to draw their subject if they had looked before they leaped?
- During the next several weeks, look for appropriate occasions and use the saying “look before you leap”—either literally or figuratively—when students need a warning.

~~~~~  
End Lesson  
~~~~~

THE FIVE SENSES

The Sense of Hearing

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will recall facts about the sense of sight and the eye.

 **TEKS K.1.A**

Reading

Students will describe the sense of hearing and recall facts about the ear and its different parts.

 **TEKS K.6.C**

Students will use a simple diagram to visualize information in the text and discuss the author's purpose in including it.

 **TEKS K.8.D.ii; TEKS K.9.C**

Language

Students will demonstrate understanding of the Tier 2 word *invisible*.

 **TEKS K.6.F**

Writing


Students will create drawings illustrating noises and will organize them based on volume.

 **TEKS K.11.B**

FORMATIVE ASSESSMENT**Activity Page 3.1**

Loud and Quiet Drawing Students will create drawings illustrating noises.

 **TEKS K.11.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.ii** Recognize characteristics of informational texts, including titles and simple graphics to gain information; **TEKS K.9.C** Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	☐ items with specific sounds (optional)
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“The Sense of Hearing”			
Comprehension Questions			
Word Work: <i>Invisible</i>			
This is a good opportunity to take a break.			
Application			
Loud and Quiet Drawing	Independent	20 min	☐ Activity Page 3.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- If you would like students to listen for specific sounds, then prepare appropriate items accordingly. Alternatively, students may listen for sounds that are occurring around them.

Universal Access

- Show three common classroom items that are different in shape and weight. Have students close their eyes as you put those items into separate boxes, and have students shake the boxes around and guess which item is in each box.
- Prepare sound clips of different sounds (e.g., animals, nature, instruments) and play the sound clip to the students as they figure out what makes the sound. You may wish to make this into a sound BINGO game.

CORE VOCABULARY

echo, n. a sound that you hear again when the sound waves bounce back off something, such as a large mountain or building

Example: Surrounded by mountains, I shouted and then heard an echo of my shout.

Variation(s): echoes

invisible, adj. something you can't see

Example: Sound is invisible.

Variation(s): none

sound waves, n. bands, or waves, of noise

Example: The sound waves from the music playing down the street carried all the way to my bedroom.

Variation(s): sound wave

vibrate, v. to move back and forth in a very small motion

Example: Passing trains make my house vibrate.

Variation(s): vibrates, vibrated, vibrating

volume, n. how loud or quiet a sound is

Example: Please turn down the volume on the TV.

Variation(s): none

Vocabulary Chart for “The Sense of Hearing”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	echo (<i>eco</i>) sound waves vibrate (<i>vibrar</i>) volume (<i>volumen</i>)	invisible (<i>invisible</i>)	
Multiple Meaning			
Sayings and Phrases	sense of hearing		

Speaking and
ListeningExchanging Information
and Ideas**Beginning**

Ask students yes/no questions about the sense of sight and encourage them to ask their own questions about the sense of sight.

Intermediate

Encourage students to build on what the previous student has said about the sense of sight.

**Advanced/
Advanced High**

Challenge students to say something more about what the previous student has said about the sense of sight.

ELPS 3.F

Lesson 3: The Sense of Hearing

Introducing the
Read-Aloud

Speaking and Listening: Students will recall facts about the sense of sight and the eye.

TEKS K.1.A**WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Remind students that they have been learning about the five senses.
- Have students describe the sense of sight based on what they learned in the previous lesson.
- Have students recall facts about the eye and its various parts.

**Check for Understanding**

Point and Say It: Say the word and point to the body part that corresponds to the sense you learned about in the previous lesson. (*sight, eyes*)

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that the main topic, or main idea, of today's lesson is the sense of hearing.
- If you would like for students to listen out for specific sounds, then make the appropriate items available now.
- Have students close their eyes for a moment, be very quiet, and listen to all the sounds around them. Then instruct students to open their eyes and ask them what they heard.
- Remind students that sound can be really loud—like a lion's roar—or really quiet—like a whisper. Have them practice roaring like a lion and whispering quietly to their neighbor.
- Encourage students to brainstorm as many sounds as they might have heard. You might even ask them to close their eyes and listen one more time.

Support

As necessary, prompt students with examples of what they may have heard, such as the hum of the overhead lights, the birds and insects outside, or the students in the classroom next door.

Lesson 3: The Sense of Hearing

Read-Aloud



Reading: Students will describe the sense of hearing and recall facts about the ear and its different parts.

TEKS K.6.C

Reading: Students will use simple graphics to visualize information in the text and discuss the author's purpose in including it.

TEKS K.8.D.ii; TEKS K.9.C

Language: Students will demonstrate understanding of the Tier 2 word *invisible*.

TEKS K.6.F

PURPOSE FOR LISTENING

- Tell students to listen to find out more about the main topic of today's lesson: the sense of hearing, the sounds we hear, and the parts of the body that help us hear.

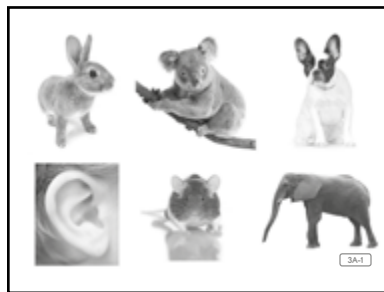
"THE SENSE OF HEARING" (15 MIN.)

Support

Ask students to look at the variety of ears pictured. Explain that many animals have ears that help them hear, even though they look different.

Support

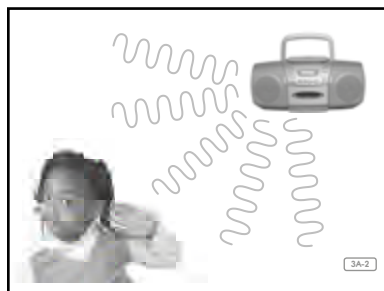
Explain that the word *wave* can have other meanings. Demonstrate waving with your hand, and explain that this act is called a wave. Tell students it can also mean a wave in your hair. Explain that a heat wave is when there are several days in a row when the weather is very hot.



Show image 3A-1: Different kinds of ears

Your ears are always taking in the sounds that come from all around, whether you are awake or asleep, talking or listening, walking or swimming. Even if you cover your ears, you will still be able to hear sound. Try it! *[Have students put their hands over their ears.] "Can you still hear me?"*

It's not too hard to close your eyes and make it so you can't see anything, but you can't turn your ears off—they hear sound all the time. Listen to find out how the sounds you hear get around or through objects and into your ears.



Show image 3A-2: Sound wave diagram

So how does sound get in your ears? Sound travels through the air in **sound waves**. *Sound waves are bands, or waves, of noise.* Like waves in the ocean, sound waves move up and down as they move across a space. *[Demonstrate an undulating, wavy motion with your arm.]* Just like ocean waves,

TEKS K.6.C Use text evidence to support an appropriate response; **TEKS K.8.D.ii** Recognize characteristics of informational texts, including titles and simple graphics to gain information; **TEKS K.9.C** Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

sound waves make noise as they move. But unlike ocean waves, sound waves are **invisible**; you can't see them. *What are some other things that are invisible?*



Check for Understanding

Stand up/Sit Down: Is air invisible? (*stand up*)

Are desks invisible? (*sit down*)

Is music invisible? (*stand up*)

Sound waves are all around you, zooming through the air and bouncing off or traveling through objects. Sometimes you can hear someone's voice out in the hallway even though the door is closed. That is because sound waves can actually travel right through the door or wall, just like the sound waves traveled through your hands to your ears when I was talking to you. But the sounds are muffled, or quieted, because the waves lose strength when they pass through something.

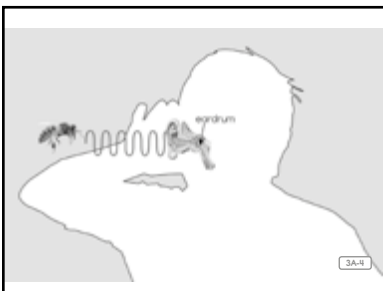
However, sound waves do not travel through everything. Sometimes, they bounce off things, especially things like mountains or big buildings. Have you ever heard an **echo**? An echo is a sound that you hear again when sound waves bounce back off something.



Show image 3A-3: Echo Point

This photo shows a place called Echo Point in the Blue Mountains of Australia. With a good, loud shout from this cliff, the sound waves from your voice travel out and bounce off the surrounding cliffs. A second or two later you hear your voice echo very clearly, almost as if someone else were standing on the opposite cliff

and copying everything you said.



Show image 3A-4: Ear diagram [Point to the image and explain that this is a drawing of someone's head. Use the image to show how the sound waves made by the buzzing bee travel to the outside of the ear and then inside to make the eardrum vibrate. Say: "This drawing helps us understand what the author is talking about in the description of how sound waves travel. It gives us more information."]

TEKS K.8.D.ii

Support

Have students repeat the undulating, wavy motion with their arms, and explain that this is how sound moves in waves all around us, even though we can't see it.

Challenge

Ask students to think of some other places where they might hear an echo. (*stairwell, enclosed bathroom, canyon*)

When sound waves travel into your ear, they bounce off your eardrums. Your eardrums are inside your ears and, like real drums, when they get bumped by sound waves, they **vibrate** back and forth. *They move back and forth in a very small motion.* When these vibrations travel inside your ear to your brain, your brain can figure out what sound made the vibrations. Your brain can also help you describe the sound by figuring out if it's loud or quiet, and if it's high or low.



Show image 3A-5: Red fire alarm

One way to describe a sound is to tell how loud or quiet it is. This is called the **volume**. *Volume means the loudness of a sound—how loud or quiet the sound is.* Another way to describe a quiet sound is to say it is a soft sound. A whisper is a soft sound. Think back to the last time you heard a fire alarm in your school. Was it loud or soft? A fire alarm is supposed to be really loud so people cannot ignore it. The loud volume of the fire alarm makes you want to run away from it.



Show image 3A-6: Ear protection

If you hear a really loud noise, you might automatically use your hands to cover your ears. Your brain tells you to cover your ears in order to keep your eardrums safe from sound waves that might damage them. Sometimes, people use ear plugs or earmuffs to keep the really loud, damaging noises out of their ears. So, protect your ears from

loud noises, and unless a parent or doctor is helping you, never put anything in your ears. The only things that should go in your ears are . . . sound waves.

Support

Talk about what kinds of jobs the people in the image may have and what kinds of loud sounds could harm them if they didn't protect their ears.



Check for Understanding


Turn and Talk: What is our sense of hearing, and why is it important? (*Our sense of hearing allows us to recognize sound. Our sense of hearing is important because it helps us do things like listen to music, recognize when danger is approaching, and hear what others say to us.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential** What is the main topic, or main idea, of today's lesson?
(*The sense of hearing is the main topic of today's lesson.*)
2. **Literal** How does sound travel through the air? (*Sound travels through the air in sound waves.*)
3. **Literal** What part of your ear vibrates, or moves back and forth, when the sound waves bump into it? (*The eardrum vibrates when the sound waves bump into it.*)
4. **Inferential** When we talk about the volume of a sound, what are we talking about? (*We are talking about how loud or quiet a sound is.*)
 - **Inferential** What sounds can you think of that have a loud volume? (*Answers may vary, but may include a fire alarm, car horn, or police car siren.*)
 - **Inferential** What are some quiet sounds that have a low volume? (*Answers may vary, but may include a whisper, mouse, someone tiptoeing down a hall, or someone saying, "Shhhh".*)
5. **Literal** What did you learn from the diagram of the ear? (*The diagram shows how sound moves through the air and how the eardrums vibrate to hear sound.*)
 - **Inferential** Why do you think the author included that diagram? (*The author probably included it to help us visualize and understand what the text was describing.*) **TEKS K.9.C**
6. **Evaluative** *Think Pair Share:* How do our ears help us? (*Answers may vary, but may include that our ears help us hear the loud and quiet sounds around us.*)

WORD WORK: INVISIBLE (5 MIN.)

1. In the read-aloud you heard, "Unlike ocean waves, sound waves are invisible."
2. Say the word *invisible* with me.
3. The word *invisible* starts with *in-*. This is called a prefix and it changes the meaning of the rest of the word. *In-* means the opposite of or not.
4. The rest of the word is *visible*. What does *visible* mean? (Something that you can see).
5. If the prefix *in-* means the opposite, what does the word *visible* mean when you add *in-* at the beginning? (Something that you cannot see, the opposite)

 **TEKS K.9.C** Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Do your ears help you?").

Intermediate

Provide students with a specific sentence frame (e.g., "My ears help me to . . .").

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., "My ears help me to hear quiet sounds like a whisper or water dripping from a tap.").

ELPS 3.F

6. Here are some other words that start with *in-*. Listen to the rest of the word to figure out what the whole word means. [Read each word aloud and explain the meaning of the word without the prefix. Then ask what the word would be with the prefix]
- *Incorrect*. The word *correct* means that something is accurate or right. What does *incorrect* mean? (not correct)
 - *Inappropriate*. The word *appropriate* means something that is done correctly in a situation. For example, thanking someone for a gift is an appropriate thing to do. What would the word *inappropriate* mean? (not correct or right for a situation)
7. The prefix or beginning of some words is *im-*. *Im-* has the same meaning as *in-*, so it is something that is opposite. Listen to the words to find out the meaning. [Read each word aloud and explain the meaning of the word without the prefix. Then ask what the word would be with the prefix]
- *Impossible*. The word *possible* means that something can happen or be done. What does the word *impossible* mean? (something that can't happen or be done)
 - *Impolite*. The word *polite* means that someone is using good manners. What does the word *impolite* mean? (not showing good manners)

Use a Synonyms and Antonyms activity for follow-up. I'm going to say several words. If I say something that you can see, say "That is visible." If I say something that you cannot see, say "That is invisible."

- a ball (*That is visible.*)
- a table (*That is visible.*)
- sound waves (*Those are invisible.*)
- a car (*That is visible.*)
- air (*That is invisible.*)

Lesson 3: The Sense of Hearing

Application



Writing: Students will create drawings illustrating noises and will organize them based on volume.

TEKS K.11.B

LOUD AND QUIET DRAWING

- Have students turn to Activity Page 3.1 to review terms related to volume.
- Ask students why the boy is covering his ears when the fire engine drives by. Then ask students why the girl is cupping her hand to her ear to hear the mouse squeak.
- Review the terms *loud* and *quiet*.
- Have students give examples of loud sounds. After students provide several examples of loud sounds, have them think of sounds that are quiet.



Check for Understanding

Thumbs Up/Thumbs Down: Is an alarm clock quiet? (*thumbs down*)

Is a dog barking loud? (*thumbs up*)

Is a whisper quiet? (*thumbs up*)

Is a thunderstorm quiet? (*thumbs down*)

- Have students draw other examples of loud sounds in the column with the fire engine.
- Have students draw other examples of quiet sounds in the column with the mouse.
- Have some students share their examples with the class. Ask students if the drawing is a thing or an action word. (It is a thing.) Ask for examples of action words that could go with that drawing (e.g., the action word *ringing* could go along with the drawing of a *bell*.)
- Remind students that a noun is a word that means a person, place, or thing and that a verb is a word that means an action.

End Lesson

TEKS K.11.B Dictate or compose informational texts.

Activity Page 3.1



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Exchanging Information and Ideas

Beginning

Have students use phrases and familiar vocabulary to describe the loud and quiet sounds in their drawing.

Intermediate

Have students compare the loud and quiet sounds in their drawing (e.g., “A dog barking is loud, but a dog sleeping is quiet.”).

Advanced/ Advanced High

Have students compare the loud and quiet sounds in their drawing using content-specific words.

ELPS 5.D; ELPS 5.G

Challenge

Have students write words to label their drawings.

4

THE FIVE SENSES

The Sense of Smell

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review key information about the senses of sight and hearing.

 **TEKS K.1.A**

Students will recognize and discuss the central idea of the text.

 **TEKS K.8.D.i**

Reading

Students will recognize the central idea in the informational passage.

 **TEKS K.8.D.i**

Students will describe the sense of smell and recall facts about the nose.

 **TEKS K.6.D**

Language

Students will demonstrate understanding of the Tier 2 word *scents*.

 **TEKS K.6.F**

Students will demonstrate understanding of the phrase “better safe than sorry.”

 **TEKS K.9.D**

Reading

With assistance, students will complete a T-chart to identify pleasant and unpleasant odors.


 **TEKS K.5.H**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will provide a statement describing the sense of smell.

 **TEKS K.6.D**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.9.D** Discuss with adult assistance how the author uses words that help the reader visualize; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“The Sense of Smell”			
Comprehension Questions			
Word Work: <i>Scents</i>			
This is a good opportunity to take a break.			
Application			
Sayings and Phrases: Better Safe than Sorry	Whole Group	20 min	☐ T-Chart
Pleasant and Unpleasant Odors T-Chart			

ADVANCE PREPARATION

Introducing Read-Aloud

- If you would like for students to smell specific scents, then prepare appropriate items accordingly. Alternatively, students may smell for scents that are occurring around them.

Application

- Using the board/chart paper, create a T-chart (two-column chart). Label the first column “Pleasant Odors” and label the second column “Unpleasant Odors.” Alternatively, you may access a digital version in the digital components for this unit.

Universal Access

- If possible, consistent with your school’s policy, make scented paints by adding imitation flavors (e.g., mint, vanilla, strawberry, banana, lemon, almond) to liquid paint (e.g., tempera paint, finger paint).
- If possible, consistent with your school’s policy, make smelling bottles by adding imitation flavors to cotton balls and putting them into ventilated bottles.

CORE VOCABULARY

mucus, n. the slimy, liquid substance made inside the nose

Example: When I have a cold, I use a tissue to blow the mucus out of my nose.

Variation(s): none

nostrils, n. the two openings in the nose

Example: You breathe through your nostrils.

Variation(s): nostril

scents, n. smells or odors

Example: I love the scent of chocolate chip cookies baking in the oven.

Variation(s): scent

Vocabulary Chart for “The Sense of Smell”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	mucus (<i>mocos</i>) nostrils	scents	
Multiple Meaning	block		
Sayings and Phrases	take a deep breath sense of smell smell receptors better safe than sorry		

Lesson 4: The Sense of Smell

Introducing the Read-Aloud



Speaking and Listening: Students will review key information about the senses of sight and hearing.

TEKS K.1.A

Students will recognize and discuss the central idea of the text.

TEKS K.8.D.i

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they are learning about the five senses.
- Ask what students have already learned about the senses.
- Ask students to describe what they know about the sense of sight.
- Ask them to describe what they know about the sense of hearing.
- Ask if students can name the two senses and associated body parts about which they have already learned. (*sight and hearing; eyes and ears*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that the main topic, or central idea, of today's lesson is the sense of smell.
- Ask students to identify the body part that they use to smell things.
- If you would like for students to smell specific scents, then make the appropriate items available now.
- Tell students to close their eyes and try to smell the different scents, or smells, all around them in the classroom. Then instruct them to open their eyes and ask them what they smelled. Briefly, have two or three students share.
- Instruct each student to think of a place she or he likes to go with his or her family. It could be a pizza restaurant, the amusement park, the zoo, etc. Then ask two or three students to share one scent associated with their favorite place.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.8.D.i Recognize characteristics of informational texts, including the central idea and supporting evidence with adult assistance.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., "Is this the ear? Do we use it to hear?").

Intermediate

Provide students with a specific sentence frame (e.g., "We use our ears to . . .").

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., "We use our eyes to help us play sports.").

ELPS 3.B

Lesson 4: The Sense of Smell

Read-Aloud



Reading: Students will describe the sense of smell and recall facts about the nose.

TEKS K.6.D

Language: Students will demonstrate understanding of the Tier 2 word *scents*.

TEKS K.6.F

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn more about the main topic: the sense of smell.
- Have them pay special attention to how their noses can tell when there is something to smell.

“THE SENSE OF SMELL” (15 MIN.)



Show image 4A-1: Man sniffing coffee

Everybody take a deep breath.

Every time you inhale, or breathe in, a lot more than air goes up your nose. Along with air, thousands of tiny little molecules, small pieces of things too small to see, enter your nose each time you breathe. They're called odor molecules, and together they make up what

we call **scents**. *Scents and odors are smells*. When the man in this picture inhales, the odor molecules travel up his nose, and then he smells the scent of coffee.

Molecules are microscopic—so small that you can't see them without a microscope—but they are floating around in the air all the time. There are millions of odor molecules in the air, especially hovering around everything that has a scent. The inside of your nose is like a big, damp cave, designed to catch and keep odor molecules.

Support

Have students demonstrate inhaling. Ask if they could smell or see an odor molecule.

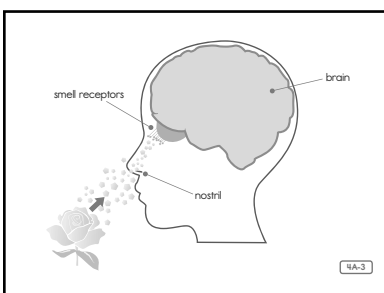
TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.



Show image 4A-2: Sniffing a flower

When you sniff a flower, odor molecules rush in through your **nostrils**, the two openings in your nose, and travel high up inside your nose until they reach smell receptors. *Smell receptors are tiny parts deep inside the nose that catch the smell or scent from the air.*

The smell receptors tell your brain about the molecules you just sniffed, and your brain sends a message back to tell you, “That’s a sweet-smelling flower.”



Show image 4A-3: Nose diagram

People can identify a huge number of different kinds of smells and odors—between four thousand and ten thousand! This is because we can tell the difference between that many different odor molecules.



Show image 4A-4: Rescue dog

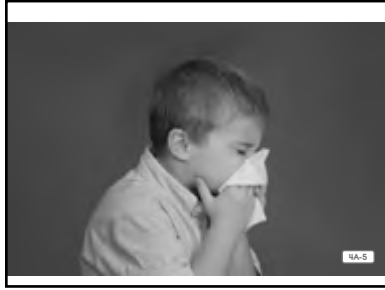
We’re lucky to be able to smell so many odors, even though sometimes they smell bad. Some animals, like dogs, have an even better sense of smell than humans. How many of you have a dog at home? *[Ask students to raise their hands if they have a dog at home.]* Dogs have twenty-five times more smell receptors than

humans!

Dogs have to sniff really hard to get the odor molecules all the way up their nose to meet their smell receptors. If you’ve ever seen a dog walking with its nose to the ground, you may even be able to hear it sniff. People sniff, too, especially when they want to figure out where a smell is coming from or what a smell means. Can everybody inhale and sniff? *[Have students inhale and sniff.]*

Support

Point to the image and ask, “What happens when you sniff a flower?”



Show image 4A-5: Sneezing

If you had trouble sniffing just now, then maybe it is because your nose is stuffed up. When you have a stuffy nose, it means that your nostrils are full of **mucus**. *Mucus is the slimy, liquid substance secreted inside your nose.* You always have mucus in your nose and other parts of your head, but when you're sick with a cold or have allergies, your body makes even more mucus.

Mucus is very important; it traps dirt that might be floating around in the air you breathe and keeps it from going further into your body. If you are sick, the extra mucus can stuff up your nose or cause it to run. When there is extra mucus in your nose, it is hard for odor molecules to travel high enough into your nose to reach the smell receptors. The odor molecules are blocked, or stopped, by the mucus. *Block means to stop from getting through.* That means that when your nose is stuffed up with a cold, you can't smell as well as when you're healthy. And when that happens, it's time to grab a tissue and blow your nose!

Support

Explain that *block* can also mean other things, such as the toy a young child plays with.



Show image 4A-6: Oven

Your sense of smell can help protect you. For instance, if smoke molecules travel through your nostrils to your smell receptors, your brain will know there's a fire somewhere, and you will know that you need to get away from the fire. Even if you are not sure you smell smoke—you only think you do—it is better to

leave the area and have an adult check to see if there is a fire. Better safe than sorry! *"Better safe than sorry" is a saying that means that it is better to be careful and do things that keep you safe now than it is to ignore a warning and risk getting hurt..*

But your sense of smell doesn't only tell you about bad things or dangers. It can be a lot of fun to sniff, because many things smell great. Have you ever smelled chocolate chip cookies baking in the oven, or buttery popcorn at a movie theater? Next time you're enjoying your favorite scent, try to remember that odor molecules are hitting your smell receptors and telling your brain, "Wow, that smells great!"

Challenge

Have students think of other ways that our sense of smell can protect us from danger.



Check for Understanding

Recall: What is our sense of smell and why is it important? (*Our sense of smell helps us to recognize odors. Answers may vary, but may include that our sense of smell is important because it lets us know if food has spoiled; it helps us enjoy pleasant smells; it warns us if smoke or fire is nearby, etc.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.



ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Are your sense of smell and sense of sight the same?”).

Intermediate

Provide students with a specific sentence frame (e.g., “My sense of smell and sense of sight are similar/different because . . .”).

Advanced/Advanced High

Encourage students to use content-related words in complete sentences (e.g., “The similarities/differences between my sense of smell and sense of sight are . . .”).

ELPS 3.D

COMPREHENSION QUESTIONS (10 MIN.)

- Inferential** What was the main topic, or central idea, of today’s lesson? (*The sense of smell is the main topic.*) **TEKS K.8.D.i**
- Literal** What kind of molecules go into the nose and make up scents? (*Odor molecules go into the nose and make up scents.*)
Literal What do we call the tiny pieces of things in the air that are too small to see? (*Molecules are the tiny pieces of things in the air that are too small to see.*)
- Literal** How do odor molecules get into the nose? Where do they go from there? (*Odor molecules get into the nose through the nostrils to the smell receptors, and then the smell receptors send information to the brain.*)
Literal After the smell receptors “catch” the odor molecules, or scents, where do they send the information about those odors? (*They send the information to the brain.*)
Literal Once the odor molecules get inside the nose through the nostrils, where do they go next? (*They go to the smell receptors next.*)
- Inferential** How can your sense of smell help you? (*Answers may vary, but may include that your sense of smell can help protect you from harm. For example, you can smell a danger, such as fire, and get to a safe place.*)
- Evaluative** *Think Pair Share:* What are some ways your sense of smell is similar to your sense of sight? What are some ways your sense of smell is different from your sense of sight? (*Answers may vary, but should include support from the read-aloud.*)

TEKS K.8.D.i Recognize characteristics of informational texts, including the central idea and supporting evidence with adult assistance.

WORD WORK: SCENTS (5 MIN)

1. In the read-aloud you heard, “They’re called odor molecules, and together they make up what we call scents.”
2. Say the word *scents* with me.
3. Scents are smells or odors.
4. On holidays, I can smell many different scents coming from the kitchen.
5. Now, tell me about your least favorite scents. Use the word *scents* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses. “My least favorite scents are _____.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. Which of these things would have an awful scent? If you think something would have an awful, or very bad, scent, say, “That would have an awful scent.” If you think something would have a nice scent, say, “That would have a nice scent.”

- garbage (*That would have an awful scent.*)
- a rose (*That would have a nice scent.*)
- chocolate chip cookies (*That would have a nice scent.*)
- rotten eggs (*That would have an awful scent.*)
- a skunk (*That would have an awful scent.*)

Lesson 4: The Sense of Smell

Application



ENGLISH
LANGUAGE
LEARNERS

Language: Students will demonstrate understanding of the phrase “better safe than sorry.”

TEKS K.9.D

Reading: With assistance, students will complete a T-chart to identify pleasant and unpleasant odors.

TEKS K.5.H

SAYINGS AND PHRASES: BETTER SAFE THAN SORRY (5 MIN.)

- Remind students that they heard in today’s read-aloud that if they think there is a fire somewhere, even if they aren’t entirely sure, they should leave the area and tell an adult.
- Remind students of the phrase “better safe than sorry.”
- Explain that if students think that something they do may turn out badly, and may even hurt them or someone else, they should be careful—it’s better to be safe than sorry!
- Share with students the following example:
 - If you wake up one morning and it looks very cloudy, but you aren’t sure whether or not it is going to rain, what might you do if you don’t want to be caught in a rainstorm and get very wet? [Pause for student answers.] That’s right—take an umbrella just in case it rains. Better safe than sorry!
- Tell students that the phrase “better safe than sorry” is similar to another phrase they heard a few days ago.
- Ask them if they remember hearing the phrase “look before you leap.”
- Ask students if they remember what that phrase means. (*It means to think carefully about what might happen before doing something so you won’t be sorry later.*)
- Discuss with students how these two phrases are alike. (*They help us visualize information by putting it in more familiar terms.*)

Language

Analyzing Language Choices

Beginning

Ask students simple yes/no questions (e.g., “Does the phrase ‘better safe than sorry’ have a deeper meaning?”).

Intermediate

Provide students with a specific sentence frame (e.g., “‘Better safe than sorry’ means to . . .”).

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., “‘Better safe than sorry’ means to be prepared and to be cautious.”).

ELPS 1.D; ELPS 2.C

Challenge

Ask students how this phrase might relate to the sense of smell. (*For example, the sense of smell may alert you to possible danger, such as smelling smoke in the event of a fire. It’s better to trust your nose than to be sorry!*)

TEKS K.9.D Discuss with adult assistance how the author uses words that help the reader visualize; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance.

PLEASANT AND UNPLEASANT ODORS T-CHART (15 MIN.)

- Turn students' attention to the Pleasant and Unpleasant Odors T-Chart you created in advance.
- Explain that pleasant odors are good smells and unpleasant odors are bad smells. Have students brainstorm scents that would fit in each column.
- People have different opinions, or how they feel about, odors. When we give our opinion, we use phrases like "I think" or "I feel" or "I like" or "I don't like".
- I'm going to ask you to brainstorm and share some odors that are good and some that are bad. When you give your answer, say "I like the smell of _____." or "I don't like the smell of _____."
- Explain that you are going to write down what they say, and that you'll put it in either the Pleasant or the Unpleasant column. After filling in both sides of the chart, read the words aloud to the students.
- Check to see whether they were able to think of more pleasant odors or unpleasant odors.
- Ask students how this chart helps us understand what the sense of smell does.



Exit Pass

Have each student provide an oral statement describing the sense of smell.

End Lesson

THE FIVE SENSES

The Sense of Taste

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will recall facts about the senses of sight, hearing, and smell.

 **TEKS K.1.A**

Reading

Students will describe the sense of taste and recall facts about the mouth.

 **TEKS K.6.D**

Language

Students will demonstrate understanding of the Tier 2 word *flavorful*.

 **TEKS K.6.F**

Writing


Students will create illustrations of different foods, categorizing them by taste.

 **TEKS K.11.B**

FORMATIVE ASSESSMENT**Exit Pass**

Drawing Students will create illustrations of various foods.

 **TEKS K.11.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“The Sense of Taste”			
Comprehension Questions			
Word Work: <i>Flavorful</i>			
This is a good opportunity to take a break.			
Application			
The Sense of Taste Drawing	Independent	20 min	<input type="checkbox"/> food samples <input type="checkbox"/> folded drawing paper

ADVANCE PREPARATION

Application

- If possible, consistent with your school’s policy, prepare food samples for students representative of these tastes: sweet, salty, bitter, and sour.
- Fold a piece of paper into four sections for each student to use for the drawing activity.

Universal Access

- If possible, consistent with your school’s policy, have a taste test where students try a food with their eyes closed and guess what the food is.

- Play Ten Questions where you show one student a picture of a food and the rest of the class asks up to ten yes/no questions to try and figure out what the food is. If possible, consistent with your school's policy, you may wish to bring a sample of that food for students to taste.

CORE VOCABULARY

congested, adj. having too much mucus or fluid in the nose and other breathing passages

Example: I am so congested that I cannot breathe very well.

Variation(s): none

flavorful, adj. having a strong, pleasant taste

Example: The fried chicken was very flavorful.

Variation(s): none

pucker, v. to purse your lips together so that you look like a fish or as if you are ready to give someone a kiss

Example: The sour taste of lemons always makes me pucker.

Variation(s): puckers, puckered, puckering

saliva, n. the watery fluid in the mouth that breaks up food so it is easy to swallow

Example: I swallowed the saliva in my mouth.

Variation(s): none

taste buds, n. tiny bumps on the tongue that tell the brain whether something tastes bad or good

Example: People have many taste buds on their tongues.

Variation(s): taste bud

Vocabulary Chart for “The Sense of Taste”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	congested (<i>congestionado/a</i>) pucker saliva (<i>saliva</i>) taste buds	flavorful	
Multiple Meaning			
Sayings and Phrases	sense of taste work together get used to		

Lesson 5: The Sense of Taste

Introducing the Read-Aloud



Speaking and Listening: Students will recall facts about the senses of sight, hearing, and smell.

TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Have students name and review what they already know about their senses.
- Ask students to describe the three senses already covered in previous lessons. (*sight, hearing, and smell*)
- Have students name each sense's associated parts of the body. (*sight—eyes, hearing—ears, and smell—nose*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that today they are going to think and talk about the sense of taste.
- Have students close their eyes and imagine their favorite flavors and foods. They might like the taste of bananas, chocolate chip cookies, pizza, egg salad, cheese, or grape lollipops.
- Then, instruct them to open their eyes and ask them, “What is your very favorite taste?” Have two or three students share their responses.



Check for Understanding

Thumbs Up/Thumbs Down: Do we use our sense of taste when we eat?” (*thumbs up*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Have students repeat the phrase “sense of taste” while pointing to their mouth.

Intermediate

Provide students with a specific sentence frame (e.g., “My favorite taste is . . .” or My favorite food is . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “My favorite taste is sweet because I love dessert.”).

ELPS 2.C; ELPS 4.F

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 5: The Sense of Taste

Read-Aloud



Reading: Students will describe the sense of taste and recall facts about the mouth.

TEKS K.6.D

Language: Students will demonstrate understanding of the Tier 2 word *flavorful*.

TEKS K.6.F

PURPOSE FOR LISTENING

- Tell students to listen to find out more about the main topic of today's lesson: the sense of taste and the parts of the body that we use to taste things.

"THE SENSE OF TASTE" (15 MIN.)



Show image 5A-1: Boy eating watermelon

Look at the boy in this picture. He is happy because he's about to taste something yummy and sweet, and he knows it! But if it weren't for a few bumps on his tongue, he wouldn't be able to taste it at all! Bumps means little, raised areas. Taste gets help from another sense to help you enjoy the foods you eat. Can

you guess which sense that would be? Listen to find out what other sense works with taste to help you enjoy the foods you eat.

The first thing you do when you eat food is to open your mouth and take a bite. Then you start to chew it, or grind it up with your teeth. The wet **saliva**, or fluid, inside your mouth melts or dissolves the chewed-up food so it is easy to swallow. As the melted food moves across your tongue to go down your throat, it catches on tiny little bumps on your tongue.

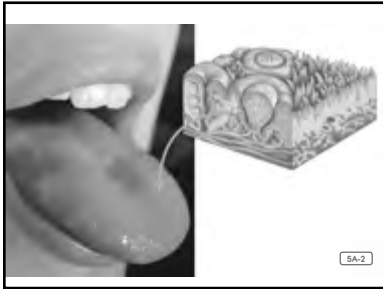
Support

Point to the picture and ask a student to describe it. Ask, "Does the boy look happy? Why do you think he is happy?"

Support

Bump can also mean to run into and knock against something.

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.6.F** Respond using newly acquired vocabulary, as appropriate.



Show image 5A-2: Taste buds

Turn to a neighbor and look at each other's tongues—you'll see the bumps all over. Those tiny bumps contain **taste buds**, which come in all shapes and sizes and are responsible for telling your brain whether something tastes good or bad. There are over 10,000 taste buds in your mouth!

Support

Point to and talk about the image. Explain that the picture within the box shows what taste buds look like “up close” under a microscope.



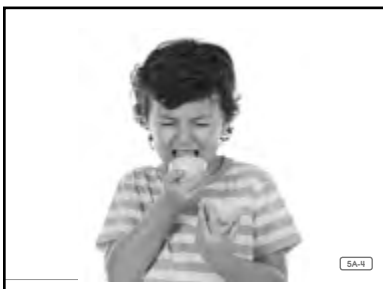
Show image 5A-3: Four tastes: sweet (cake), salty (pretzels), bitter (coffee), and sour (lemon)

In certain spots on your tongue, you have special taste buds to detect four different types of tastes: sweet, salty, bitter, and sour. Fruits and desserts usually taste sweet because they contain sugar. Almost everyone

likes sweet tastes—even babies smile when they taste a little sugar. Pretzels taste salty. A little salt can make foods more **flavorful**. *That means the food has a strong and pleasant taste.* Bitter, or bitterness, is something that you do not taste very often, especially when you are young. If something is bitter, like coffee, it usually has a sharp or unpleasant taste.

Support

Ask students to name the different foods depicted in the image.



Show image 5A-4: Child with sour face eating lemon

Most people also agree that sour is not a pleasant taste. Lemons and pickles taste sour. What kind of face do you make when you taste something sour? [Have students make a face as if they have tasted something sour.] If it's something really sour, like a raw lemon, most

people **pucker** up: they suck in their lips like fish, squint their eyes, and wrinkle their noses.

Support

Ask students, “What are some other foods you eat that taste salty?”

Support

Ask students, “What are some foods that you didn’t like when you were younger, but that you like now?”



Show image 5A-5: Variety of food

Here’s something else—very important!—to remember about taste and taste buds: just because something doesn’t taste as good as your favorite food, that doesn’t mean you shouldn’t try it, especially if it’s healthy for you. Taste buds can be trained to accept, and even enjoy, lots of different tastes. Some

tastes can seem strange or unpleasant at first, but then your taste buds get used to them, and before you know it, you’ve learned to like those tastes.

Support

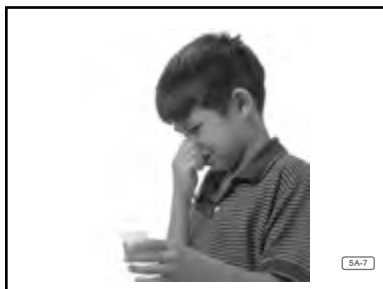
Ask students, “When I asked you at the beginning of this read-aloud what other sense helps with the sense of taste, did you guess that it is the sense of smell?”



Show image 5A-6: Boy eating fried chicken

You have five senses: sight, hearing, smell, taste, and touch. Taste helps you enjoy your food. But did you know that smell helps you enjoy your food, too? In fact, both your sense of taste and sense of smell work together to help you figure out what your food tastes like. If you sit down to eat a nice piece of fried

chicken, as you bring it up to your mouth to eat, you start smelling it before you take a bite, and you keep smelling it as you chew. Your taste buds aren’t actually that good at identifying chicken all by themselves—they can just tell that it’s a little salty, and that it’s not sweet, sour, or bitter. However, your nose sniffs in the fried chicken odor molecules and sends the brain even more details about the taste of the oil, and the meat, and the juices!



Show image 5A-7: Boy pinching nose taking medicine

Next time you have to taste something you don’t like—like this boy and his medicine—try holding your nose and see how well you can still taste it. Even though you are putting something in your mouth that travels across your taste buds, you probably won’t be able

to taste it as well as you would if you weren’t pinching your nose. This is because you have closed your nostrils and blocked the odor molecules from reaching the smell receptors. Without the extra help from the sense of smell, you won’t be able to taste things as well.

Have you ever noticed that if you have a cold, your food doesn’t taste as good

Support

Ask students to recall what odor molecules are.

as it usually does? This is because your nose is **congested**, or filled with mucus, and so your sense of smell cannot help your sense of taste. In fact, if your nose is really stuffed up, you may not be able to taste anything at all!



Check for Understanding

Turn and Talk: What is our sense of taste and why is it important? *(Answers may vary, but should include support from the read-aloud.)*

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential** What was the main topic, or main idea, of today's lesson? *(The sense of taste was the main topic.)*
2. **Literal** What are the bumps on your tongue called that help you taste foods? *(Taste buds are the bumps on your tongue that help you taste foods.)*
3. **Literal** What are the four types of tastes you can taste with your taste buds? *(The four types of tastes are sweet, salty, bitter, and sour.)*
4. **Literal** What other sense helps with the sense of taste? *(The sense of smell helps with the sense of taste.)*
5. **Evaluative** *Think Pair Share:* When you eat food, do you think your sense of taste or your sense of smell is more important? Why? *(Answers may vary, but may include information gathered from listening to the read-aloud.)*

WORD WORK: FLAVORFUL (5 MIN.)

1. In the read-aloud you heard, "A little salt can make foods more flavorful."
2. Say the word *flavorful* with me.
3. I love gravy because it makes turkey and potatoes taste flavorful.
4. There are two parts to the word *flavorful*. The first part is the word *flavor*, which means having the taste of something, or something that is added to create a different taste. Some foods have a salty flavor, some a sweet flavor, some a spicy flavor.

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Offering Opinions

Beginning

Ask students simple yes/no questions (e.g., "Is your sense of smell more important than your sense of taste when you eat?").

Intermediate

Provide students with a specific sentence frame (e.g., "My sense of _____ is more important when I eat because . . .").

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., "My sense of taste is more important when I eat because my taste buds are very sensitive.").

ELPS 3.F; ELPS 3.G

5. The last part of the word is called a suffix, which is added to the end of words to change the meaning. That last part is *-ful*. When we add the suffix *-ful* to a word, it means that is filled with, or full of.
6. So when we say something is flavorful, we mean it is full of flavor that is pleasant or has a taste that we like.
7. Here are some other words that end in the suffix *-ful*. Listen to the first part of the word to figure out what the whole word means. [Read each word aloud and explain what the meaning of the word without the suffix. Then ask what the word would mean with the suffix.]
 - *Colorful*. The word *color* means a quality such as red, blue, yellow, green, etc., that you see when you look at something. Remember that *-ful* means filled with or full of. What does the word *colorful* mean? Can you give an example of something that is colorful? (Answers will vary.)
 - *Powerful*. The word *power* means something that has energy or strength, or something that has a strong effect on something. What does *powerful* mean? (Something that is full of energy, something that is strong, etc.) Can you give an example of something that is powerful? (Answers will vary, but could include rockets, machines, people, electricity, etc.)

Use a Making Choices activity to follow-up. Let's go back to the word *flavorful*. If any of the things I say are *flavorful*, give me a thumbs up. If they are not *flavorful*, give me a thumbs down.

- Orange juice (*thumbs up*)
- Spoiled milk (*thumbs down*)
- Medicine (*thumbs down*)
- Chocolate cake (*thumbs up*)
- Water (*thumbs down*)
- Pizza (*thumbs up*)

Lesson 5: The Sense of Taste

Application



Writing: Students will create illustrations of different foods, categorizing them by taste.

TEKS K.11.B

THE SENSE OF TASTE DRAWING

- If possible, consistent with your school's policy, provide students with food samples representative of these tastes: sweet, salty, bitter, and sour. If food samples are not available for tasting, talk about each of these kinds of taste.
- Give each student a piece of paper that has been folded into four sections.
- Have them illustrate in one corner of the sheet a food that is sweet; in the second corner, a food that is salty; in the third corner, a food that is bitter; and in the fourth corner, a food that is sour. Finally, have them draw their very favorite food in the center.
- During their drawing time, remember to talk with students about different tastes, repeating and expanding upon their responses using richer and more complex language.
- When everyone is finished, place each illustration on the students' desks, and have the class take a gallery walk around the room to look at all the food depictions. Encourage students to discuss foods that appeal to their tastes and foods that might not appeal to their tastes.
- Remind them of the following paragraph from the read-aloud:
 - Here's something else—very important!—to remember about taste and taste buds: just because something doesn't taste as good as your favorite food, that doesn't mean you shouldn't try it, especially if it's healthy for you. Taste buds can be trained to accept, and even enjoy, lots of different tastes. Some tastes can seem strange or unpleasant at first, but then your taste buds get used to them, and before you know it, you've learned to like those tastes.
- Be sure to mention that people must be careful about what they put into their mouths because some things can make them sick.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Ask students to point to parts of their drawing as you name them (e.g., "Point to the sweet food.").

Intermediate

Provide students with a specific sentence frame (e.g., "This food tastes . . .").

Advanced/ Advanced High

Encourage students to dictate one sentence about their drawing using vocabulary words related to the sense of taste.

ELPS 5.B

Challenge

Have students discuss other ways "better safe than sorry" might relate to the sense of taste.

TEKS K.11.B Dictate or compose informational texts.

- Discuss whether it would be wise to taste berries off a plant without knowing anything about the plant and its berries. Remind students that if they don't know if something may harm them, they shouldn't eat it. Better safe than sorry!



Exit Pass

As students turn in their drawings, have them provide a statement describing the sense of taste.

End Lesson

THE FIVE SENSES

The Sense of Touch

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall facts about the senses of sight, hearing, smell, and taste.

 **TEKS K.1.A**

Reading

Students will describe the sense of touch and recall facts about skin.

 **TEKS K.6.D**

Language

 Students will use words, such as *texture*, that name categories. **TEKS K.3.C**

Students will demonstrate understanding of the Tier 3 word *texture*.

 **TEKS K.3.C**

Students will demonstrate understanding of the Tier 3 word *skin*.

 **TEKS K.3.C; TEKS K.6.F**

Writing

Students will create a drawing to show texture.


 **TEKS K.11.B**

FORMATIVE ASSESSMENT

Exit Pass

Drawing Students will create a drawing to show texture.

 **TEKS K.11.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses;; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“The Sense of Touch”			
Comprehension Questions			
Word Work: <i>Texture</i>			
This is a good opportunity to take a break.			
Application			
Multiple Meaning Word: Skin	Whole Group Independent	20 min	<input type="checkbox"/> Poster 5M: Skin <input type="checkbox"/> paper <input type="checkbox"/> drawing tools
The Sense of Touch Drawing			

ADVANCE PREPARATION

Application

- Prepare Poster 5M: Skin for display.

Universal Access

- Create a texture sort activity by putting several items into a box and having small groups sort the items by texture.
- Set up touch-and-guess tables where you put items (e.g., crayons, cotton balls, rice, beans) into opaque bags (or opaque balloons) for students to feel and guess what is inside.

- Create a sensory collage using textured materials (e.g., sandpaper, foil, felt, pompoms, pipe cleaners, colored plastic wrap).

CORE VOCABULARY

nerves, n. tiny, wire-like sensors under the skin enabling us to feel

Example: The nerves under my skin were tingling.

Variation(s): nerve

sensitive, adj. able to feel something strongly or quickly

Example: Your fingertips are the most sensitive part of your body.

Variation(s): none

skin, n. the soft, smooth covering all over the outside of the body

Example: The skin on my arm feels itchy.

Variation(s): skins

texture, n. the way something feels on the outside or surface

Example: The texture of the sandpaper was rough and bumpy.

Variation(s): textures

Vocabulary Chart for “The Sense of Touch”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	nerves (<i>nervios</i>) texture (<i>textura</i>)		
Multiple Meaning	skin	sensitive	
Sayings and Phrases	sense of touch		

Lesson 6: The Sense of Touch

Introducing the Read-Aloud



Speaking and Listening: Students will recall facts about the senses of sight, hearing, smell, and taste.



TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Have students name and review what they already know about their senses.



Check for Understanding

Point and Say It: Have students name and point to the body part that corresponds with the sense as you say it. Call out each sense, pausing to give students time to respond.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that the main topic, or main idea, of today's lesson is the last of the five senses, the sense of touch.
- Explain that when you talk about the sense of touch, you are talking about what you can touch and feel.
- Ask students which part(s) of their body they use for touch. Students may respond with fingers, hands, or skin.
- Tell students that touch is not just something we do with our hands, but something we do with our whole bodies.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 6: The Sense of Touch

Read-Aloud



Reading: Students will describe the sense of touch and recall facts about skin.

 **TEKS K.6.D**

Language: Students will use words, such as *texture*, that name categories.

 **TEKS K.3.C**

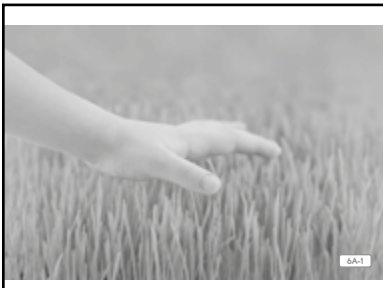
Language: Students will demonstrate understanding of the Tier 3 word *texture*.

 **TEKS K.3.C**

PURPOSE FOR LISTENING

- Tell students to listen to find out more about the main topic of today's lesson: the sense of touch and the parts of the body that help us touch and feel things.
- Explain that students will also identify and use words that name categories.

“THE SENSE OF TOUCH” (15 MIN.)



Show image 6A-1: Hand on grass

The sense of touch—or feeling—is something you use almost all the time whether you realize it or not. You are using your sense of touch right now, in fact. Your body knows whether you are sitting on something hard or soft and whether you are cold or warm.



Show image 6A-2: Hands

Remember that every sense has its own body part. You see with your eyes, you hear with your ears, you smell with your nose, and you taste with your tongue. But what do you use for the sense of touch? If you guessed hands or fingers, then you're partly right. Your hands are the two body parts with which you touch things most of

the time. However, you can touch with every part of your body. You heard it right: every part of your body that is covered with **skin** has the sense of touch. **Skin** refers to the outer layer of your body.

 **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations.

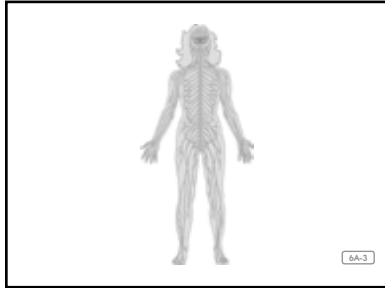
Challenge

Have students think of other ways they use the sense of touch without realizing it.

Support

Skin can also be used to describe an injury when you scrape some skin off the top layer when you fall or brush against something rough.

Have you ever jumped into a cold swimming pool on a hot day? You hit the water and splash! Suddenly you get a nice, cool, shivery feeling all over your body. That's because the skin on your back, legs, and arms is all touching the water.



Show image 6A-3: Nerves diagram

Your skin is able to feel because it contains **nerves**. Nerves are like tiny wires running through your whole body that carry messages to your brain. If you get too close to a fire, the nerves send a message to the brain that something feels hot. If you make a snowball without wearing gloves, the nerves send a message saying that something feels cold.

Although you feel something with every part of your body, some parts of your body have more nerves beneath the skin than other parts of your body, so you feel more with those parts. We say those parts are more **sensitive**. Your fingertips are very, very sensitive, which makes them especially good for feeling things. Each of your fingertips has about one hundred nerve endings.

Support

Ask students if they are ticklish on particular parts of their body. Repeat their answers using the word *sensitive*: "Oh, so you are sensitive under your arms!"

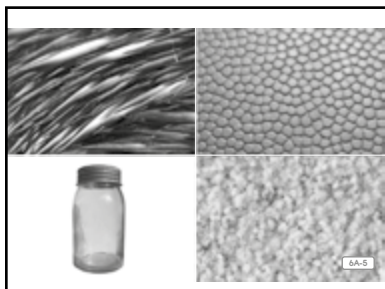


Show image 6A-4: Foot being tickled with feather

If you have any ticklish spots, like the bottoms of your feet, those are also examples of sensitive areas.

Support

Point to each of the objects in the picture, and ask students to describe how they think each one might feel.



Show image 6A-5: Textures

You can use your sense of touch to feel the **texture** of things. Texture *means the way objects feel when you touch them*. To describe texture, we use words like soft and hard, wet and dry, or smooth, bumpy, and rough. For example, a feather is soft, but a rock is hard.

TEKS K.3.C

What about pins and needles and scissors? What word do we use to describe the way these things feel? Sharp. And if something isn't sharp, we say it is dull, or smooth.

TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations.

**Speaking and
Listening**
**Exchanging Information
and Ideas**
Beginning

Ask students simple yes/no questions (e.g., “Does the sense of touch help us?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The sense of touch helps us to . . .”).

**Advanced/
Advanced High**

Encourage students to use content-related words in complete sentences (e.g., “The sense of touch helps keeps us safe because we can feel a bee sting us or a sharp object on the floor.”).

ELPS 3.D

Show image 6A-6: Hand on shish kebabs over coals

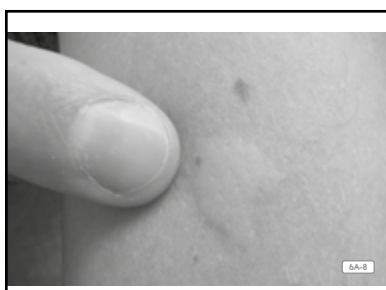
Your sense of touch helps to protect you and keep you safe and healthy. Thanks to your amazing brain and the complex web of nerves throughout your body, your body has learned to react to certain types of feelings. If you have touched something that was too hot,

chances are you will remember and will never do that again, because it hurt! Your memory of the burning sensation you felt the first time you touched something that was too hot helps to protect you from hurting yourself again. Ever since people first discovered fire, they have needed to be careful not to get burned, because a bad burn can be very dangerous!


Show image 6A-7: Child making snow angel

Sometimes you are ready to go outside and play, but then someone calls you back inside and says, “Put on a coat!” If you go outside in the snow wearing only a t-shirt, then all the nerve endings under your skin will become very excited and sensitive, and you will feel cold. You need to put on extra clothing, like a

coat and hat and mittens, so your skin doesn't feel so cold.


Show image 6A-8: Mosquito bite

Nobody likes to get a mosquito bite. When a mosquito bites you, you feel an itch. The nerves in your skin make you feel itchy. The pain you feel when you get a bee sting, or other injury, is your body's way of warning you to be more careful next time.

How many things can you feel right now?

[Pause between questions to give students a chance to respond.] How many things are you touching? As with your other senses, your sense of touch is always ready to work, and you probably don't even think about most of the things you touch or feel during the day. But your nerves are certainly paying attention, and they'll be sure to let you know if something hurts, tickles, or itches.

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Does the sense of touch help us learn about the world?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The sense of touch helps us to . . .”).

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., “The sense of touch helps us learn about the world by telling us about the texture of objects.”).

ELPS 2.1; ELPS 3.D



Check for Understanding

Recall: What do you use your sense of touch to feel? (*You use your sense of touch to feel the texture of things.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential** What was the main topic, or main idea, of today’s lesson? (*The sense of touch was the main topic.*)
2. **Literal** What parts of your body can you use to touch and feel things? (*You can use your hands, feet, and any other part covered with skin to touch and feel things.*)
3. **Literal** What is underneath your skin that runs through your whole body and enables you to feel? (*Nerves are underneath your skin, running through your whole body and enabling you to feel.*)
4. **Inferential** How can the sense of touch keep you safe and protect your body from harm? (*It allows your body to learn whether something can hurt you—if it burns you or causes pain—and you learn to avoid touching that thing in the future.*)
5. **Evaluative** *Think Pair Share:* Based on what you heard during the read-aloud, what are some ways your sense of touch helps you learn about the world? (*Answers may vary, but may include that your sense of touch helps you feel the texture of something—if it’s hard, soft, wet, dry.*)

WORD WORK: TEXTURE (5 MIN.)

1. In the read-aloud you heard, “You can use your sense of touch to feel the texture of things.”
2. Say the word *texture* with me.
3. *Texture* means the way something feels on the outside or surface.
4. I like to feel the sheets on my bed because they have a smooth, soft texture.

5. Tell me about the texture of things that you like to feel, and describe their texture. Try to use the word *texture* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I like to feel a _____ because it has a _____ texture."]
6. What's the word we've been talking about?

Use a Terms activity for follow-up. Use an adjective, or describing word, with the word *texture* to describe how each of the following objects feels. Remember to answer in complete sentences.

- a bunny's fur (*That is a soft texture.*)
- a bunch of thorns (*That is a prickly texture.*)
- your cheek (*That is a smooth texture.*)
- sandpaper (*That is a rough texture.*)
- a piece of tape (*That is a sticky texture.*)

Lesson 6: The Sense of Touch

Application



Language: Students will demonstrate understanding of the Tier 3 word *skin*.

TEKS K.3.C; TEKS K.6.F

Writing: Students will create a drawing to show texture.

TEKS K.11.B

MULTIPLE MEANING WORD: SKIN (5 MIN.) **TEKS K.3.C**

Show Poster 5M: Skin

- Label the pictures on the poster:
 - “1” for skin on children’s hands
 - “2” for a boy with a skinned knee
 - “3” for an adult skinning/peeling an apple
 - “4” for the skin/peel of an orange
- Students can refer to the numbers in their answers, or they can walk up to the poster and point to the picture of the meaning of the word you are describing.
- Read the following to students:
 - In the read-aloud you heard, “[Every part of your body that is covered with skin has the sense of touch.]”
 - When we are talking about the skin on your body, is that a thing, or noun, or an action word, or verb? (thing or noun)
 - *Skin* can also mean other things. *Skin* also means to injure or hurt a part of your body like your knees. Which picture shows a skinned knee? (2)
 - *Skin* also means to take the skin off something, like a fruit. Which picture shows an adult peeling the skin of an apple? (3)
 - When we use the word *skin* to mean to injure or hurt, is that a thing (noun), or an action word (verb)? (action or verb)
 - Is the skin of a fruit a thing or an action? (thing)
 - After going over each meaning of *skin*, allow partners to quiz each other on the different meanings of the word. For example, one student would say, “The skin on this orange is really rough.” The partner would respond, “That’s 4.”

TEKS K.3.C Identify and use words that name actions, directions, positions, sequences; categories, such as colors, shapes, and textures; and locations; **TEKS K.6.F** Respond using newly acquired vocabulary, as appropriate; **TEKS K.11.B** Dictate or compose informational texts.

Note: Mastery of the terms *noun* or *verb* is not necessary for Kindergarten students at this time. However, students should be able to use nouns and verbs correctly in sentences.



Writing

Analyzing Language Choices

Beginning

Ask students simple yes/no questions (e.g., “Does *skin* have more than one meaning?”).

Intermediate

Provide students with a specific sentence frame (e.g., “*Skin* means . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “*Skin* has four meanings. It can mean to peel something.”).

ELPS 2.C; ELPS 5.B

Support

Texture means the way something feels on the outside or surface.

Challenge

Have students present their drawings to the class or to a partner, providing an oral statement about the texture illustrated, and how it relates to the sense of touch.



Check for Understanding

Thumbs Up/Thumbs Down: *Skin* can mean the smooth surface on the outside of our body that we use to feel things. (*thumbs up*)

Texture means how something feels. (*thumbs up*)

THE SENSE OF TOUCH DRAWING (15 MIN.)

- Remind students that in the read-aloud, they heard that different things have different textures.
- Have students draw something that has a certain texture. It might feel soft, rough, bumpy, slippery, hard, or sharp.
- As students draw, circulate around the room and ask them questions about their drawing:
 - “What are you drawing? What texture does it have?”
 - “How do you know what the texture is?”
 - “With what part of your body could you touch this?”

 **TEKS K.3.C**



Exit Pass

As students hand in their drawings individually, have them respond to the following question: What part of the body do you use for the sense of touch?

End Lesson

 **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories, such as colors, shapes, and textures; and locations.

Pausing Point

NOTE TO TEACHER

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Assessment to assess students' knowledge of the five senses. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Identify the five senses: sight, hearing, smell, taste, and touch
- Identify the parts of the body associated with the five senses
- Describe how the five sense help people
- Describe the sense of sight
- Recall facts about the eye and its different parts
- Describe the sense of hearing
- Recall facts about the ear and its different parts
- Describe the sense of smell
- Recall facts about the nose and its different parts
- Describe the sense of touch
- Recall facts about the skin and associated parts of the body

MID-DOMAIN ASSESSMENT

Five Senses Matching

Materials: Activity Page PP.1

- **Directions:** There are two columns of pictures on the activity page. The left column shows objects that we can sense, and the right column shows the body parts we use to sense these objects. Draw a line from each object to the body part you would use the most to sense it. For example, the first object is a rose. Which body part would help you enjoy it? Draw a line from the rose to that body part.
- Reiterate that sometimes you can use more than one sense, but that for this activity, students should choose the sense that they use the most.
- Circulate around the room, making sure that everyone has drawn a line from the rose to the nose.
- After all students have completed the assessment, you may review the assessment, prompting students to offer the following responses:
 - I use my nose to smell the rose.
 - I use my eyes to see the rainbow.
 - I use my hands to feel the teddy bear.
 - I use my ears to hear the fire alarm.
 - I use my mouth to taste the popcorn.

Activity Page PP.1



ACTIVITIES

Image Card Review

Materials: Image Cards 1–25

- Display Image Cards 1–5 on a surface that is readily visible to all students.
- Shuffle the remaining image cards and hold them in your hand fanned out like a deck of cards.
- Ask a student to choose a card but not to show it to anyone else in the class.
- The student must then perform an action or give a clue about the picture he or she is holding.
 - For example, for the sense of smell, a student may pretend to pick and sniff a flower.
- The rest of the class will guess what sense is being demonstrated.
- Proceed to another card when the correct answer has been given.

Image Cards 1–25



Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I am a tiny, covered hole in your eye that lets in the light. What am I? (*a pupil*)
 - I am the part of your skin that helps you feel something. What am I? (*nerves*)
 - You hear me when I bounce off something and then come back to you. What am I? (*an echo*)
 - We are tiny bumps on your tongue that tell you when you taste something. What are we? (*taste buds*)

Class Book: My Five Senses

Materials: Drawing paper, drawing tools

- Tell students that they are going to make a class book to help them remember what they have learned so far in this domain.
- Have students break into five groups, and assign each group one sense. Have them brainstorm important information about each sense.
- Have each student in each group draw a picture of the assigned sense and then write a caption for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again.
- You may choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade Book

- Read a trade book to review a particular sense.
- You may also choose to have students select a read-aloud to be heard again.

The Eye

Materials: Activity Page PP.2; mirror (optional)

- Using Activity Page PP.2, have students complete the picture of the eye.
- Tell students that this is a picture of an eye, but many of the parts are missing.
- Tell them that you are going to draw the parts of the eye together.

Activity Page PP.2



- Give each student a mirror or have them work with a partner.
- Tell them to look at their eyelashes or their partner's.
- Then tell students to draw eyelashes on the diagram.
- Do this with each part of the eye.
- Tell them to be sure to color in the iris!
- Encourage students to use more than one color to capture the flecks of other colors in their or their partner's irises.

High Five!

Materials: Finger puppets (paper or fabric); drawing tools

- Have students decorate five finger puppets, one for each sense.
- Help them to draw eyes on the puppet for sight, ears on the puppet for hearing, etc.
- When finished, have students “high five” each other’s amazing senses.

Simon Says

- Explain the rules for Simon Says to students.
- Have students stand.
- Give commands to gently touch or point to various parts of the body when students hear “Simon Says.”
- Instead of saying, “Simon says touch your eyes,” say, “Simon says touch the part of your body that has the sense of sight” or “Simon says point to the part of your body that has taste buds,” etc., until all of the senses have been reviewed.

Playing with Our Senses

Sight

Materials: Optical illusions

- Select some simple optical illusions for children to observe. What do they see in each picture? Can they see other pictures?
- Explain to students that these pictures are drawn to “trick” the eye, and explain how the pictures are connected to our ability to see.

Hearing

Materials: Blindfold

- Have students sit in a circle.
- Blindfold one student, and place him or her in the center of the circle.
- Have one student in the circle speak, and ask the blindfolded student to guess which classmate is speaking and from which direction the sound is coming.

Smell

Materials: Cotton balls; various extracts; plastic bags that seal

- Have students try to identify well-known smells.
- Soak a cotton ball with peppermint extract and seal it in a bag.
- Open the bag for the student to smell. Ask students to describe what they smell.
- Try other spice extracts, such as cinnamon, lemon, and vanilla.

Taste

Materials: Magazines; chart paper; scissors; glue or tape

- Have students choose pictures of food from magazines and help them cut them out.
- Glue or tape the pictures onto chart paper under the four categories: salty, sweet, bitter, and sour.

Touch

Materials: Various objects with different textures/temperatures; drawing paper

- Place various objects on a table, and have students feel them.
- Talk about the different textures, shapes, and temperatures (smooth, stiff, cool, fuzzy, slippery, etc.).
- Have students walk around the room and feel other objects.
- Then have students come together and share what they felt, encouraging them to use vivid adjectives.

Nouns and Verb Word Sort

Materials: List of nouns and verbs from the domain, additional common nouns and verbs; a set of two index cards for each student with the words “Thing or Noun” on one card and the word “Action or Verb” on the other.

- Distribute set of index cards to each student.
- Review the meaning of the each word on the cards. Remind students that a noun can mean a person, place, or thing.
- Tell students that you will read a word to them and they will show if it is a thing or noun by holding up the “Thing or Noun” card.
- Tell them that they can show the word is an action word or verb by holding up the “Action or Verb” card.
- Read the words and wait for the card response before reading the next word on the list.
- If time allows, have students think of their own words and share orally with the class. Have the students use their cards to indicate what kind of word it is.

7

THE FIVE SENSES

Ray Charles

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review facts about the five senses and will identify the meaning of *biographies*.

✦ **TEKS K.1.A**

Reading

Students will describe the experiences and challenges of someone who is blind.

✦ **TEKS K.5.E**

Students will create mental images to deepen their understanding of the text.

✦ **TEKS K.5.D**

Language

Students will demonstrate understanding of the Tier 2 word *remarkable*.

✦ **TEKS K.6.F**

Writing

With assistance, students will sequence facts and events to retell the story of Ray Charles's life.

✦ **TEKS K.6.D; TEKS K.11.B**

FORMATIVE ASSESSMENT

Drawing Activity**Drawing Scenes from Ray Charles's Life**

Students will draw a scene and provide a statement about an important event in Ray Charles's life.

✦ **TEKS K.11.B**

✦ **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.D** Create mental images to deepen understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary, as appropriate; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
"Ray Charles"			
Comprehension Questions			
Word Work: <i>Remarkable</i>			
This is a good opportunity to take a break.			
Application			
Timeline of Ray Charles's Life	Whole Group Small Group	20 min	<input type="checkbox"/> timeline <input type="checkbox"/> tape <input type="checkbox"/> index cards <input type="checkbox"/> drawing tools
Drawing Scenes from Ray Charles's Life			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 7.1

ADVANCE PREPARATION

Application

- Draw a horizontal line on a long strip of paper attached to the blackboard or wall for the timeline activity.
- Pass out an index card to each student.

- Prepare to divide students into three small groups.

Universal Access

- Bring in a piece of music performed by Ray Charles so that students can listen to his music during today's lesson.

CORE VOCABULARY

blind, adj. unable to see; not having the sense of sight

Example: Makayla lost her eyesight, becoming blind by age nine.

Variation(s): none

disability, n. a condition in which someone is not able to perform a task of daily life in the way that most people can

Example: Shalini uses a wheelchair, as her disability prevents her from walking.

Variation(s): disabilities

disease, n. a serious sickness or illness

Example: The disease made me very sick, and I had to stay in bed.

Variation(s): diseases

opportunity, n. a good chance to do something

Example: Uri has an opportunity to visit another country in the fall.

Variation(s): opportunities

remarkable, adj. wonderful or amazing

Example: The painting was just remarkable!

Variation(s): none

Vocabulary Chart for “Ray Charles”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	blind disability disease	opportunity remarkable	
Multiple Meaning			
Sayings and Phrases			

Lesson 7: Ray Charles

Introducing the Read-Aloud



Speaking and Listening: Students will review facts about the five senses and will identify the meaning of *biographies*.

 **TEKS K.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)


- Have students name the five senses they learned about and identify the associated parts of the body. (*sight—eyes, hearing—ears, smell—nose, taste—tongue, and touch—skin*)
- Have students recall what they remember about the sense of sight. (*Answers may vary.*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that a biography is a true story about a real person's life written by another person. Reading about other people's lives can be very interesting. Biographies can help us understand both the difficult times or challenges that people went through, as well as the opportunities or good times they had.
- Tell students that today they will listen to a biography about Ray Charles. Ray Charles was a famous musician who was blind.
- Ask students if they know what *blind* means. (*Blind means that a person does not have the sense of sight.*)
- Explain that some people are also considered blind because they have so little sense of sight that they cannot see clearly. They may only be able to see light and dark shapes, but nothing clearly.

Challenge

Ask students to name people whom they have read books about. Were they biographies? What distinguishes a biography from a story?

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 7: Ray Charles

Read-Aloud



Reading: Students will describe the experiences and challenges of someone who is blind.

TEKS K.5.E

Students will create mental images to enhance their understanding of the text.

TEKS K.5.D

Language: Students will demonstrate understanding of the Tier 2 word *remarkable*.

TEKS K.6.F

PURPOSE FOR LISTENING

- Tell students to listen to a biographical story about one of the most famous musicians of all time: Ray Charles.
- Tell students to listen to the difficult times or challenges that he faced, as well as the opportunities or good times he had.
- Tell students to use their imagination as they listen. Explain that they should think about mental images, or pictures, of what the story describes.

“RAY CHARLES” (15 MIN.)



Show image 7A-1: Piano

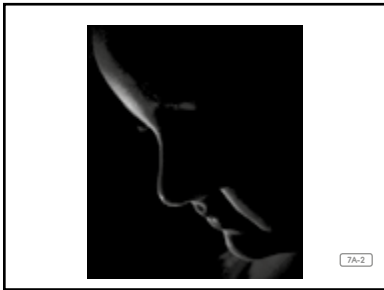
Ray Charles was a world-famous piano player, singer, and songwriter. People all over the world recognize Ray Charles’s face and still love the wonderful songs he wrote. He was a **remarkable** musician. Remarkable means wonderful or amazing. He was a wonderful musician. But even more remarkable is the

fact that he became a musician after he became totally **blind**. Blind means he did not have the sense of sight; he was unable to see.

TEKS K.5.E Make connections to personal experiences, to ideas in other texts, and society with adult assistance;

TEKS K.5.D Create mental images to deepen understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary, as appropriate.

Ray Charles was born with normal eyesight and grew up playing and doing all the things other kids did. He liked exploring the countryside with his brother, pitching pebbles into streams, and picking juicy blackberries. But the one thing he loved more than anything else was music. He loved to sing in church on Sundays. He also liked going to a local restaurant where they had a jukebox, a big machine that plays music. Ray would listen to the jukebox for hours on end.



Show image 7A-2: Darkened profile of child

But when Ray Charles was six years old, he became very sick with a terrible eye **disease**.

A disease is a sickness or illness. Think about how it feels and looks when someone is sick.

They might feel dizzy, tired, or weak. They might have a bad headache or a fever. They might be afraid. They might not know when

they will feel better. Do you have a good mental image of this disease now?

His mother took him to a doctor, who told her that the disease would cause Ray to lose his sight and become blind. By age seven, Ray Charles was totally blind. If a person is completely blind, he or she sees no colors, no shapes, no light—nothing. If you turn out the lights and shut your eyes, you can imagine what the world looked like to Ray. **TEKS K.5.D**

His mother wanted him to be successful in life despite his blindness, so she sent him to a special school for children who were blind. Ray Charles was determined to learn and succeed in school. The teachers showed him all kinds of ways he could learn to live independently, without very much help from other people, even though he couldn't see.



Show image 7A-3: Braille

It might surprise you to know that blind people like Ray Charles can do most of the things that people with normal vision can do. How do blind people accomplish all of these things? They can learn to use their other senses especially well, particularly if they go to a school for blind students like Ray did.

Blind people learn to read with their fingers rather than with their eyes with

TEKS K.5.D Create mental images to deepen understanding with adult assistance.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Can people who are blind learn to read?”).

Intermediate

Provide students with a specific sentence frame (e.g., “People who are blind learn to read by . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “People who are blind learn to read by using Braille.”).

ELPS 2.I; ELPS 3.D

a special form of writing called Braille. *[Point to the raised dots in the image.] Close your eyes for a moment. Touch the objects on your desk. Can you feel where different surfaces begin or end? Now you have a mental image of how Braille works.* In Braille, there are raised dots on a page that represent words. A person can read those words by feeling the dots with their fingers.

Ray Charles’s favorite part of school was music lessons, so he learned to use his other senses to become an amazing, remarkable musician. Ray once told someone that “my eyes are my **disability**, but my ears are my **opportunity**.” *A disability is a challenge. An opportunity is a good chance to accomplish something.* That means that even though he couldn’t see, Mr. Charles felt very lucky that he was able to hear!



Show image 7A-4: Fingers on piano

Using only his senses of hearing and touch, Ray Charles learned to play the piano. There are eighty-eight keys on a piano, each of which, when tapped, makes a different sound. For most people, it takes a long time to learn to play the piano really well. But Mr. Charles was able to learn to play the piano very

quickly, as well as the saxophone and other instruments.

Ray Charles’s love of music was much stronger than his blindness. He once told someone, “My ears were sponges. [They] soaked it all up.” By this, he meant that his ears were able to hear a new song just once, and he would be able to remember it and play it exactly the way he had heard it that one time! Ray Charles’s strong sense of hearing helped him develop an ability to hear which notes sounded good together. In school, he quickly learned to write his own songs. By the time he left school, he knew he wanted to be a musician.



Show image 7A-5: Ray Charles meeting President Nixon in Oval Office

Over the years, Ray Charles became world famous. He made many records of his songs and gave concerts all over the world. He even met a few presidents of the United States! *[Point to Ray Charles meeting with President Nixon.]*

He almost always had a wide smile on his face, and as he played he would stomp his feet to the beat of the music. He would

sway back and forth as though the music was moving right up from the piano throughout his body. Nothing made Ray Charles happier than playing music. He once said, “Music to me is part of me . . . I look at music the same as I look at [my blood and my breath]. It’s something I have to have.”



Check for Understanding

Turn and Talk: What might it be like to live without your sense of sight? (*Answers may vary, but should include support from the read-aloud.*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal** This read-aloud was a biography and told information about the life of Ray Charles. What do you recall about his life? (*Answers may vary, but may include that he went completely blind when he was young, he liked singing as a child, and he became a famous musician.*)
Literal What do you recall about his early life? (*He went blind at a young age and went to a special school; he liked playing in the country, singing at church, and listening to music on a jukebox.*)
Literal What do you recall about Ray Charles as an adult? (*He became a famous musician, played concerts all over the world, swayed to the music, and stomped his feet.*)
- Literal** Ray Charles was blind. What does that mean? (*He did not have the sense of sight and could not see.*)
- Literal** What are some facts you learned about blindness from listening to this read-aloud? (*Answers may vary, but may include that being blind means that you do not have the sense of sight; blind people can do most of the things that people with normal vision can do; blind people can use their other senses especially well; blind people can learn to read using Braille.*)
- Inferential** Do you think the things described in this read-aloud are real, or do you think that they are fantasy, meaning pretend, and why? (*This story is real, because it is a biography or true story of the life of Ray Charles.*)
- Evaluative** *Think Pair Share:* Why do you think it is important to learn about Ray Charles? What made him remarkable and why? (*Answers may vary, but may include that it is important to learn about Ray Charles because he had a*

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Selecting Language Resources

Beginning

Have students verbally share key words from the read-aloud.

Intermediate

Have students verbally craft a complete sentence based on the read-aloud.

Advanced/ Advanced High

Have students verbally craft a detailed sentence based on the read-aloud.

ELPS 3.F

disability but still achieved great things; he was remarkable because he was able to become an amazing musician even though he was blind.)

WORD WORK: REMARKABLE (5 MIN.)

1. In the read-aloud today you heard, “[Ray Charles] was a remarkable musician.”
2. Say the word *remarkable* with me.
3. *Remarkable* means wonderful or amazing.
4. I think Monica is remarkable because she is a wonderful painter.
5. Tell me about someone you think is remarkable and why. Try to use the word *remarkable* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think _____ is remarkable because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to describe some things. If you think what I say is wonderful or amazing, say, “That’s remarkable!” If what I say is not wonderful, but just ordinary, say, “That’s not remarkable.”

- a glass of water (*That’s not remarkable.*)
- a pencil (*That’s not remarkable.*)
- someone who can play the piano really well (*That’s remarkable!*)
- someone who ran faster than everyone else in the race (*That’s remarkable!*)
- a wet towel (*That’s not remarkable.*)
- a building that is the tallest building in the world (*That’s remarkable!*)

Lesson 7: Ray Charles

Application



Writing: With assistance, students will sequence facts and events to retell the story of Ray Charles's life. **TEKS K.6.D ; TEKS K.11.B**



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Language Acquisition

Beginning

Have students view images of scenes from Ray Charles's life as you make the timeline.

Intermediate

Have students provide an oral statement about the images and how they relate to specific events on the timeline.

Advanced/ Advanced High

Have students verbally craft a complete sentence based on the images and how they relate to specific events on the timeline.

ELPS 1.E

Support

If students have difficulty remembering different parts or events in Ray Charles's life, then reread relevant passages of the read-aloud as necessary.

TIMELINE OF RAY CHARLES'S LIFE (10 MIN.)

- Remind students that they heard a biography about the life of Ray Charles.
- Tell them you are going to complete something called a timeline to show the different things that happened in Ray Charles's life. Call students' attention to the timeline you created in advance.
- Tell students you will ask them to talk about the different times in Ray Charles's life and different things that happened. Explain that each time a student tells something about Mr. Charles's life, you will either draw a picture about it or write that event on the line based on when that event happened during his life.
- Tell students that you want to start at the beginning of Ray Charles's life.
- Ask students to think about the first thing that happened in Mr. Charles's life.
 - If students have difficulty, ask them to think about the very first thing that happens in everyone's life—they're born!
 - Draw a baby at the beginning of the timeline.
- Now ask students what they remember about Ray Charles's early life. Was he blind or could he see?
 - Draw two eyes on the timeline, and tell students that this means that when Mr. Charles was very young, he could see.
- Ask what happened when Ray Charles turned six years old.
 - Based on student answers, draw a picture or write a word to represent the event in which Ray Charles became sick with an eye disease that would cause him to lose his sight.
- Ask what happened after Ray Charles became blind.
 - Based on student answers, draw a picture or write a word to represent Ray Charles going to a special school where he learned to live independently.

TEKS K.6.D Retell texts in ways that maintain meaning.

- Continue in the same way, asking questions about his life as an adult, rereading passages from the read-aloud, if necessary, and drawing pictures. (Draw pictures or write words to represent that Ray Charles learned to play and write music and became a famous musician.)



Check for Understanding

Point and Say It: Ask the class to help you retell the story of Ray Charles's life. Point to each picture sequentially, and ask a student to tell about that part of his life.

DRAWING SCENES FROM RAY CHARLES'S LIFE (10 MIN.)

- Give each student an index card on which to illustrate a scene from Ray Charles's timeline.
- Divide the class into thirds. Have one third illustrate scenes from his early childhood, another third illustrate scenes from his school-age years, and the final third illustrate scenes from his adulthood.
- As students complete their drawings, ask them to provide an oral statement about their drawing and how it relates to an important event in Ray Charles's life.
- Help students tape the completed index cards to the right points along the timeline.
- Display the timeline where students can refer to it to retell the story, if they like.

Challenge

Have students label their drawings with words and phrases when possible.

End Lesson

Lesson 7: Ray Charles

Take-Home Material

FAMILY LETTER

- Send home Activity Page 7.1.

THE FIVE SENSES

Helen Keller

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the meaning of *biography* and will learn what *deaf* means.

 **TEKS K.1.A**

Reading

Students will describe the experiences and challenges of someone who is blind and deaf.

 **TEKS K.5.E**

Students will create mental images to deepen their understanding of the text.

 **TEKS K.5.D**

Language

Students will demonstrate understanding of the Tier 2 word *sensations*.

 **TEKS K.6.F**

Reading

With assistance, students will sequence facts and events to retell the story of Helen Keller's life.

 **TEKS K.6.D; TEKS K.11.B**


FORMATIVE ASSESSMENT

Drawing Activity

Drawing Scenes from Helen Keller's Life

Students will draw a scene and provide a statement about an important event in Helen Keller's life.

 **TEKS K.6.D; TEKS K.11.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.D** Create mental images to deepen understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary, as appropriate; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“Helen Keller”			
Comprehension Questions			
Word Work: <i>Sensations</i>			
This is a good opportunity to take a break.			
Application			
Timeline of Helen Keller’s Life	Whole Group Small Group	20 min	<input type="checkbox"/> timeline <input type="checkbox"/> tape <input type="checkbox"/> index cards <input type="checkbox"/> drawing tools
Drawing Scenes from Helen Keller’s Life			

ADVANCE PREPARATION

Application

- Draw a horizontal line on a long strip of paper attached to the blackboard or wall for the timeline activity.
- Pass out an index card to each student.
- Prepare to divide students into three small groups.

Universal Access

- Bring in an excerpt of a speech or book written by Helen Keller to read to students during today’s lesson.

CORE VOCABULARY

deaf, adj. unable to hear; lacking the sense of hearing

Example: Corinne was deaf, so she could not hear the music.

Variation(s): none

disobedient, adj. misbehaving; refusing to do what one is told

Example: Marcus was sent to bed early because he had been disobedient, watching television when he was told not to.

Variation(s): none

frustrated, adj. discouraged or unhappy when unable to complete a task as well as one would like

Example: I got very frustrated when I couldn't tie my shoe.

Variation(s): none

sensations, n. feelings caused by one of your senses

Example: I have burning sensations in my throat.

Variation(s): sensation

Vocabulary Chart for "Helen Keller"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	deaf	disobedient frustrated sensations	
Multiple Meaning			
Sayings and Phrases	sign language being born a second time		

Lesson 8: Helen Keller

Introducing the Read-Aloud



Speaking and Listening: Students will review the meaning of *biography* and will learn what *deaf* means.



TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they heard a biography about Ray Charles.
- Ask if anyone remembers what a biography is.
 - Prompt students until they remember that a biography is a real or true story about a person's life.
- Review the previous read-aloud (biography) about Ray Charles, discussing his disability (blindness).



Check for Understanding

Thumbs up/Thumbs Down: Did the events in the biography about Ray Charles really happen? (*thumbs up*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that today they will listen to a biography about Helen Keller. Helen Keller was a famous writer and speaker who was blind and deaf.
- Ask students if they know what *deaf* means. (*Deaf* means that a person does not have the sense of hearing.)



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 8: Helen Keller

Read-Aloud



Reading: Students will describe the experiences and challenges of someone who is blind and deaf.

TEKS K.5.E

Students will create mental images to deepen their understanding of the text.

TEKS K.5.D

Language: Students will demonstrate understanding of the Tier 2 word

sensations. **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students to listen to a biographical story about the life of Helen Keller, who was both blind and deaf.
- Tell students that a person who is blind and deaf cannot see or hear.
- Ask them to listen carefully to find out how Helen learned to talk, read, and write, even though she was deaf and blind.
- Remind students to create mental images as they listen so they will have a strong idea of Helen Keller's experience.

"HELEN KELLER" (15 MIN.)



Show image 8A-1: Darkened room

Close your eyes and imagine sitting in a dark room with no windows, and earmuffs covering your ears so that you cannot hear anything. Imagine that you can't see and you can't hear anything or anyone. Imagine that you can't talk either. Now imagine that you've got to stand up and move around this dark and silent

room using only your hands and feet to guide you. *Keep your eyes closed. What do you know about the room and the people around you? How do you know these things? Next, when I say the word "Go," you're going to keep your eyes closed and cover your ears for a count of 5. Ready? Go. [Count to 5, and then ensure that all students have uncovered their ears and opened their eyes.] Do you have a strong mental image of what it would be like to be*

Support

Remind students they heard the word *disease* in the last read-aloud. Have them recall the meaning of *disease*. (a serious sickness or illness)

TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.D** Create mental images to deepen understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary, as appropriate.

Challenge

Ask students why they think the story says Helen Keller lived in a world of darkness and silence.

unable to hear and see? How would you feel if you had to stay in this room? You'd probably feel startled and frightened by everything and everyone who touched you. You'd probably feel **frustrated**, or discouraged, because you want to tell people what you are thinking or what you need.

TEKS K.5.D

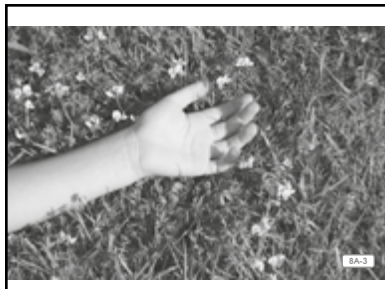
Well, that's what life was really like for a girl named Helen Keller. Helen Keller was born a long time ago, over one hundred fifty years ago. When Helen Keller was a baby, she had a disease that made her lose completely both her eyesight and her hearing. For the rest of her life, Helen Keller was blind and **deaf**. *Remember, deaf means she was unable to hear.* living in a world of total darkness and silence.



Show image 8A-2: Helen Keller

Life was very hard for Helen Keller as she grew up. She became frustrated and angry because not only was she blind and deaf, she wasn't able to talk or communicate with other people. She felt sorry for herself and was often mean to other people. When children tried to play with her, she broke their toys. One time she

locked her mother in a room so she couldn't get out. At dinnertime, Helen walked around the table sniffing everyone's food. If she smelled something she liked on someone else's plate, she would grab it and gobble it up! *Why do you think Helen acted this way as she was growing up?*



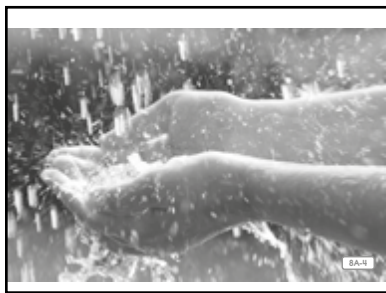
Show image 8A-3: Open hand on grass

Helen Keller felt her way through the world—groping and fumbling through the silent darkness. Her senses of touch, smell, and taste were her only connections to the outside world. As an adult, she remembered those days by saying, "I literally thought with my body." The only memories she had from

those years were **sensations**. *Sensations were the feelings she got from her senses of touch, smell, and taste. Take a moment to create a mental image of something you know because of touch, smell, or taste. Maybe it's the way your dog feels when you pet him, or the taste of something you like to eat, or the smell of rain.* She remembers that when she was really upset, she used to run outside and bury her hot face in the cool leaves and grass. Guided

by her sense of smell, she would make her way through the garden until she could smell the roses and violets that calmed her down.

Helen Keller's mother and father loved her very much. But because she could not understand the world around her, she seemed **disobedient** and hard to control. *Disobedient means Helen did not do what she was told.* When she was six, her parents hired a special teacher named Anne Sullivan to take care of Helen at home. When Anne Sullivan came to stay with the family, she figured out that Helen was behaving badly out of frustration and anger. Anne Sullivan knew that Helen could break out of her dark world if she learned to communicate with other people. But to communicate, Anne knew Helen would need to learn a lot of words.



Show image 8A-4: Water splashing on hands

Anne Sullivan knew that because Helen couldn't hear or talk, she'd never learned what a word was. She started teaching Helen Keller words by using her finger to "write and spell" them on the palm of Helen's hand. When Helen Keller splashed her hands with water, Sullivan took Helen's other hand and spelled out the

letters in water, W-A-T-E-R. And when Helen Keller pointed to herself, Sullivan spelled out the letters in Helen, H-E-L-E-N.



Show image 8A-5: Helen Keller and Anne Sullivan

To Helen Keller, learning from Anne Sullivan was like being born a second time. Suddenly, the world was not such a confusing, frightening place. Helen Keller later said, "I had been a little ghost in a no-world. Now I knew my name. I was a person. I could understand

people and make them understand me."

For the first time, Helen had a way to tell people what she was thinking. When Helen wanted to speak to Anne, she wrote words on Anne's hand. However, it took a long time to spell out a whole sentence. Eventually, Anne taught Helen sign language so that she was able to communicate more easily with others.

Support

Ask students if Helen Keller went to school. (*no*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g. "Can people who are deaf learn to communicate?").

Intermediate

Provide students with a specific sentence frame (e.g., "People who are deaf learn to communicate by . . .").

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., "People who are deaf learn to communicate by using sign language.").

ELPS 3.D



Show image 8A-6: Sign language

Sign language is a special kind of language in which a person uses only his or her hands and fingers to make signs for letters and words. People use sign language to speak to people who are deaf or hearing-impaired. For Helen Keller, however, there was an extra challenge: since she could not see, she had

to feel the other person's hand while they were making the signs in order to communicate using sign language.



Show image 8A-7: Braille

Helen loved learning so much that Anne knew she would love reading books. Helen left home to go to a special school for blind children, and Anne Sullivan went with her. She learned to read books in Braille, a special kind of writing that uses raised dots on the page. Using Braille, Helen was able to read the words by

feeling them with her fingertips. At school, she made a lot of friends and earned excellent grades. Helen was determined to succeed and, with Anne's encouragement, she graduated from both high school and college.



Show image 8A-8: Helen Keller later in life

Later in her life, Helen Keller became a famous writer and speaker. In her books and speeches, she told the remarkable story of her life. People were amazed that Ms. Keller never gave up and was able to overcome the challenges of being both deaf and blind.



Check for Understanding

Recall: Describe what it might be like to live without your sense of hearing and sight. (Answers may vary, but should include support from the read-aloud.)

COMPREHENSION QUESTIONS (10 MIN.)

- 1. Literal** This read-aloud was a biography and told information about the life of Helen Keller. What do you recall about her life? *(Answers may vary, but may include that she became blind and deaf as a baby, she learned to communicate and read, and she became a writer and speaker.)*
Literal What details do you recall about her early life? *(She became blind and deaf as a baby; she seemed disobedient and hard to control; she had a special teacher named Anne Sullivan, who taught her to communicate and read.)*
Literal What do you recall about Helen Keller as an adult? *(She became well known as a writer and speaker.)*
- 2. Literal** How did Helen communicate and read? *(with sign language and with special books that had words written in Braille)*
Literal What is Braille? *(a special kind of writing where letters and words are written using raised dots on a page)*
- 3. Literal** What are some facts you learned about being blind and deaf from listening to this read-aloud? *(Answers may vary, but may include that being blind and deaf means that you cannot see or hear; it is difficult to communicate; blind and deaf people use their senses of touch, smell, and taste; blind and deaf people can learn to communicate through sign language and can learn to read Braille.)*
- 4. Inferential** Do you think the things described in this read-aloud are real, or do you think they are fantasy, meaning pretend, and why? *(This story is real, because it is a biography or true story of the life of Helen Keller.)*
- 5. Evaluative** *Think Pair Share:* Why do you think it is important to learn about Helen Keller? What made her remarkable and why? *(Answers may vary, but may include that it is important to learn about Helen Keller because she had a disability but still achieved great things; she was remarkable because she was able to become a speaker and writer even though she was blind and deaf.)*

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Selecting Language Resources

Beginning

Have students verbally share key words from the read-aloud.

Intermediate

Have students verbally craft a complete sentence based on the read-aloud.

Advanced/ Advanced High

Have students verbally craft a detailed sentence based on the read-aloud.

ELPS 3.D

Challenge

Have students compare and contrast the lives of Ray Charles and Helen Keller. For example, both got diseases that caused their disabilities; Ray Charles was a musician while Helen Keller was a writer and speaker.

WORD WORK: SENSATIONS (5 MIN.)

1. In the read-aloud you heard, “The only memories she had from those years were sensations.”
2. Say the word *sensations* with me.
3. Sensations are feelings caused by one of your senses.
4. When it’s hot, I like the cool sensations of a fan blowing on my face and water on my hands.
5. Tell me about pleasant sensations or feelings you experience when you go to a favorite place. Try to use the word *sensations* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “When I go to _____, _____ are pleasant sensations.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. There are pleasant (good) sensations, and there are unpleasant (bad) sensations. I am going to name some sensations. If they are good sensations, say, “Those are pleasant sensations.” If they are bad sensations, say, “Those are unpleasant sensations.”

- the scents of roses and lilies in a garden (*Those are pleasant sensations.*)
- the feelings of thorns and stings (*Those are unpleasant sensations.*)
- the tastes of cake and ice cream (*Those are pleasant sensations.*)
- the sounds of people laughing (*Those are pleasant sensations.*)
- the sight of garbage on the playground (*That is an unpleasant sensation.*)

Lesson 8: Helen Keller

Application



Writing: With assistance, students will sequence facts and events to retell the story of Helen Keller’s life.

 **TEKS K.6.D; TEKS K.11.B**

 **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.11.B** Dictate or compose informational texts.

TIMELINE OF HELEN KELLER'S LIFE (10 MIN.)

- Remind students that they heard a biography about the life of Helen Keller. Explain that you will complete a timeline of Helen Keller's life similar to the one you created for Ray Charles's life.
- Call students' attention to the timeline you created in advance.
- Proceed in the same manner in which you completed the previous timeline, adding pictures or words sequentially from the beginning to the end.



Check for Understanding

Point and Say It: Ask the class to help you retell the story of Helen Keller's life. Point to each picture sequentially, and ask a student to tell about that part of her life.

DRAWING SCENES FROM HELEN KELLER'S LIFE (10 MIN.)

- Give each student an index card on which to illustrate a scene from Helen Keller's timeline.
- Divide the class into thirds. Have one third illustrate scenes from her early childhood, another third illustrate scenes from her school-age years, and the final third illustrate scenes from her adulthood.
- As students complete their drawings, ask them to provide an oral statement about their drawing and how it relates to an important event in Helen Keller's life.
- Help the students tape the completed index cards to the right points along the timeline.
- Display the timeline where students can refer to it to retell the story, if they like.

End Lesson



ENGLISH
LANGUAGE
LEARNERS

Writing

Language Acquisition

Beginning

Have students view images of scenes from Helen Keller's life as you make the timeline.

Intermediate

Have students provide an oral statement about the images and how they relate to specific events on the timeline.

Advanced/

Advanced High

Have students verbally craft a complete sentence based on the images and how they relate to specific events on the timeline.

ELPS 1.E

Support

If students have difficulty remembering different parts or events in Helen Keller's life, then reread relevant passages of the read-aloud as necessary.

Challenge

Have students label their drawings with words and phrases when possible.

Domain Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Identify the five senses: sight, hearing, smell, taste, and touch
- Identify the body parts associated with the five senses
- Describe how the five senses help people
- Describe the sense of sight
- Recall facts about the eye and its different parts
- Describe the sense of hearing
- Recall facts about the ear and its different parts
- Describe the sense of smell
- Recall facts about the nose and its different parts
- Describe the sense of taste
- Recall facts about the mouth and its different parts
- Describe the sense of touch
- Recall facts about skin and associated parts of the body
- Describe the experiences and challenges of someone who is blind
- Explain why Ray Charles is important
- Describe the experiences and challenges of someone who is blind and deaf
- Explain why Helen Keller is important

REVIEW ACTIVITIES

Five Senses Review

Materials: Image Cards 1–25; pillowcase or cloth bag

- Display Image Cards 1–5 in a horizontal line on the floor where they are readily visible to all students.
- Place all of the remaining image cards in a pillowcase or cloth bag.
- Call on one student at a time to draw a card from the bag.
- Have the student show the card to the rest of the class and name the object depicted.
- Then ask the student to describe the sense(s) he or she might use to learn more about the object.
- Tell the other students to use a “thumbs up” or “thumbs down” sign to indicate whether or not they agree.
- Have the student place the card under one of the five image cards that depicts the sense or body part that s/he would use most to learn more about the object.
- Help students recognize that some objects can be detected by more than one sense.

Teacher Choice

- Reread a particular read-aloud to students in order to review important domain concepts.

On Stage

Materials: Image Cards 1–5

- Choose five students at a time to act out each of the five senses.
- Have each of the students hold up an image card that shows what sense they are.
- Tell them that they are going to pretend that each one of them is a different sense that belongs to same body, or person. Explain that this person is getting ready to eat a delicious meal. Have them imagine how each of this person’s senses reacts to the meal.
- Ask them, “What do you smell? How does your food taste? What can you see? What do you hear? What do you touch?”
- Allow the other students to ask questions as well.
- Encourage the five students to use descriptive adjectives in their answers.
- When the group is finished acting out the scenario that displays the five senses, choose five different students to act out another scenario (watching fireworks, playing in a park, swimming in a pool, etc.) in the same way.

Image Cards 1–25



Image Cards 1–5



Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The Five Senses*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The Five Senses*.



PART I TEKS K.5.G; TEKS K.6.F

Activity Page DA.1



Directions: I am going to ask a question using a word you have heard in the read-alouds. If the answer to the question is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times. Let's do number one together.

1. **Pupil:** Is the part of my eye that can be blue, brown, or green called the pupil? *(thumbs down)*
2. **Scents:** Can my nose smell many different kinds of scents? *(thumbs up)*
3. **Texture:** Is texture how something sounds? *(thumbs down)*
4. **Iris:** Do some people have irises that are lovely shades of green? *(thumbs up)*
5. **Volume:** Can the volume of a noise be either hot or cold? *(thumbs down)*
6. **Skin:** Is skin the body part used for the sense of touch? *(thumbs up)*
7. **Saliva:** Does the saliva in your mouth help you swallow food when you eat? *(thumbs up)*
8. **Taste buds:** Are taste buds parts of your ears that help you hear better? *(thumbs down)*
9. **Blind:** Does a person who is blind have the sense of sight? *(thumbs down)*
10. **Deaf:** Does a person who is deaf have the sense of taste? *(thumbs up)*

Directions: I am going to ask more questions using other words you have heard in the read-alouds. If the answer is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times.

11. **Leap:** Would a person leap over a puddle on the sidewalk so his or her shoes do not get wet? (*thumbs up*)
12. **Protect:** Do my senses protect me in different ways and help me from getting hurt? (*thumbs up*)
13. **Invisible:** Are trees and pencils invisible? (*thumbs down*)
14. **Injury:** When I have an injury on my leg, can I run and jump around? (*thumbs down*)
15. **Harm:** Could it cause you harm if you do not look before you leap? (*thumbs up*)

**PART II****TEKS K.5.G**

Directions: For each row of pictures, I am going to name the object in the left column, and you are going to circle any of the senses or body parts you could use to discover more about that object. Follow my directions carefully. We will do the first one together.

1. Look at each of the pictures in the first row. The first object is a musical instrument called a *cello*. The next five pictures represent each of our five senses (an eye for sight, an ear for hearing, etc.) Circle the pictures next to the cello that show which senses or body parts you *could* use to discover more about the cello. The first one has been done for you, so let's look at it. Can you use your sight to discover more about a cello? (*yes*) The picture of the eye is circled because you can see the cello. Can you use your hearing to discover more about a cello? (*yes*) The picture of the ear is circled because you can hear the cello. What about smell? (*no*) Taste? (*no*) Touch? (*yes*) [Go through each sense with students and then ask if anyone has any questions about the instructions.]
2. In Row 2, the first object is snow. Circle the senses or body parts you could use to discover more about that object. (*sight, hearing, taste, touch*)
3. In Row 3, the first object is a bowl of popcorn. Circle the senses or body parts you could use to discover more about that object. (*sight, hearing, smell, taste, touch*)
4. In Row 4, the first object is a rainbow. Circle the senses or body parts you could use to discover more about that object. (*sight*)
5. In Row 5, the first object is a bottle of perfume. Circle the senses or body parts you could use to discover more about that object. (*sight, smell, touch*)

Activity Page DA.2

**PART III****TEKS K.5.E; TEKS K.5.G**

Activity Page DA.3



Directions: In this domain, you have learned how your five senses keep you safe. I am going to read different scenarios to you. Circle the one sense that would best keep you safe in each situation. You will need to listen carefully to decide which sense is the best choice.

1. Your uncle is making popcorn in the kitchen. He has left the popcorn in the microwave too long, and it is starting to burn. You are in the other room. Which sense or body part helps you to know that the popcorn is burning? (*smell*)
2. You and your dad are about to walk across the street to bring a pie to your new neighbors. Which sense or body part helps you to know it is safe to cross the street? (*sight*)
3. You are looking in the refrigerator for a drink and see some milk. You take a drink and realize that it is sour. Which sense or body part helps you to know to stop drinking it? (*taste*)
4. You are in your classroom and the fire alarm suddenly goes off. Which sense or body part helps you to know that there could be danger and that you need to leave the building? (*hearing*)
5. You are helping your brother to clean the kitchen. You put your hand near the stove for a second and realize that the burner is still hot. Which sense or body part helps you to know to pull your hand away? (*touch*)

Culminating Activities

NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select read-alouds
- using the corresponding activities in the Language Studio

ENRICHMENT

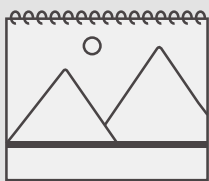
Student Choice

- Have students select a read-aloud to be heard again.

Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I loved listening to music on a jukebox. Who am I? (*Ray Charles*)
 - I learned how to communicate using Braille and sign language. Who am I? (*Helen Keller*)

Flip Book 8A-6



Challenge

For any students who are able to do so, have them write a word or a simple sentence describing their illustration.

- I came to help a young girl who couldn't hear or see. Who am I? (*Anne Sullivan*)
- I overcame many challenges to become a great piano player and singer. Who am I? (*Ray Charles*)
- Even though I could not see or hear, I became a well-known writer and speaker. Who am I? (*Helen Keller*)

Sensory Tools

Materials: Image 8A-6; glasses; hearing aid; magnifying glass; binoculars; megaphone; Braille book

- Display various tools on a table and allow students to look at and touch them.
- After they have observed them, hold up each tool and ask, "Which sense or action does this tool help?"

Super Senses

Materials: Drawing paper, drawing tools

- Ask students, "If you could turn one of your senses into a superpower sense, which would you choose and why?"
- Tell students to think about their answer and then draw a picture of themselves with their new super sense.
- Have students share their drawings and explain why they chose that sense.

Teacher Resources

Kindergarten	Knowledge 2
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____ PP.1 **Assessment**
 DATE: _____

Directions: There are two columns of pictures. The left column shows objects that we can sense, and the right column shows the body parts we use to sense these objects. Draw a line from each object to the body part you would use the most to sense it.

Knowledge 2 The Five Senses

NAME: _____ DA.1 **Assessment**
 DATE: _____

Directions: Listen to your teacher's instructions.

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-
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-
-
-
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-
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Knowledge 2 The Five Senses

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Knowledge 2 The Five Senses

NAME: _____ DA.2 **Assessment**
 DATE: _____

Directions: Listen to your teacher's instructions.


























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Knowledge 2 The Five Senses

NAME: _____
DATE: _____

DA.3 **Assessment**

Directions: Listen to your teacher's instructions.

1.					
2.					
3.					
4.					
5.					

Knowledge 2

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 2

Correlation—Teacher’s Guide

Power Hits

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses		
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions		
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language	D2: p. 5, D2: p. 8, D2: p. 15, D2: p. 18, D2: p. 27, D2: p. 30, D2: p. 38, D2: p. 41, D2: p. 49, D2: p. 53, D2: p. 61, D2: p. 64, D2: p. 78, D2: p. 81, D2: p. 89, D2: p. 92	
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns		
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants		
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:			
(A) demonstrate phonological awareness by:			
TEKS K.2.A.i	identifying and producing rhyming words		
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound		
TEKS K.2.A.iii	identifying the individual words in a spoken sentence		
TEKS K.2.A.iv	identifying syllables in spoken words		
TEKS K.2.A.v	blending syllables to form multisyllabic words		
TEKS K.2.A.vi	segmenting multisyllabic words into syllables		
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words		
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words		
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word		
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes		
(B) demonstrate and apply phonetic knowledge by:			
TEKS K.2.B.i	identifying and matching the common sounds that letters represent		
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>		
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.		
(C) demonstrate and apply spelling knowledge by:			
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC		
TEKS K.2.C.ii	spelling words using sound-spelling patterns		
TEKS K.2.C.iii	spelling high-frequency words from a research-based list		
(D) demonstrate print awareness by:			
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book		
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep		
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries		
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word		
TEKS K.2.D.v	identifying all uppercase and lowercase letters		
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words		
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings		
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	D2: p. 5, D2: p. 10, D2: p. 13, D2: p. 15, D2: p. 19, D2: p. 61, D2: p. 64, D2: p. 65, D2: p. 66, D2: p. 70, D2: p. 71	D2: p. 13, D2: p. 65, D2: p. 66, D2: p. 70, D2: p. 71
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.			
TEKS K.4	self-select text and interact independently with text for increasing periods of time		
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
TEKS K.5	establish purpose for reading assigned and self-selected texts with adult assistance		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance		
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance		
TEKS K.5.D	create mental images to deepen understanding with adult assistance	D2: p. 78, D2: p. 82, D2: p. 83, D2: p. 89, D2: p. 93, U3: p. 94	D2: p. 83, D2: p. 94
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	D2: p. 78, D2: p. 82, D2: p. 89, D2: p. 93	
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance		
TEKS K.5.G	evaluate details to determine what is most important with adult assistance		
TEKS K.5.H	synthesize information to create new understanding with adult assistance	D2: p. 38, D2: p. 47	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
TEKS K.6.A	describe personal connections to a variety of sources		
TEKS K.6.B	provide an oral, pictorial, or written response to a text		
TEKS K.6.C	use text evidence to support an appropriate response	U3: p. 15, U3: p. 19, U3: p. 32, U3: p. 37	
TEKS K.6.D	retell texts in ways that maintain meaning	D2: p. 38, D2: p. 42, D2: p. 49, D2: p. 54, D2: p. 61, D2: p. 65, D2: p. 78, D2: p. 87, D2: p. 89, D2: p. 99	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing		
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	D2: p. 27, D2: p. 32, D2: p. 38, D2: p. 42, D2: p. 49, D2: p. 54, D2: p. 61, D2: p. 70, D2: p. 78, D2: p. 82, D2: p. 89, D2: p. 93	
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance		
TEKS K.7.B	identify and describe the main character(s)		
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance		
TEKS K.7.D	describe the setting		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 2

Correlation—Teacher’s Guide

Power Hits

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes		
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems		
TEKS K.8.C	discuss main characters in drama		
(D) recognize characteristics and structures of informational text, including:			
TEKS K.8.D.i	the central idea and supporting evidence with adult assistance	D2: p. 5, D2: p. 10, D2: p. 38, D2: p. 41, D2: p. 45	D2: p. 45
TEKS K.8.D.ii	titles and simple graphics to gain information	D2: p. 15, D2: p. 19, D2: p. 21, D2: p. 27, D2: p. 32, D2: p. 33	D2: p. 21, D2: p. 33
TEKS K.8.D.iii	the steps in a sequence with adult assistance.		
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do		
TEKS K.8.F	recognize characteristics of multimodal and digital texts		
(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:			
TEKS K.9.A	discuss with adult assistance the author’s purpose for writing text		
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author’s purpose		
TEKS K.9.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	D2: p. 5, D2: p. 10, D2: p. 11, D2: p. 27, D2: p. 32, D2: p. 35	D2: p. 10, D2: p. 11, D2: p. 35
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	D2: p. 15, D2: p. 24, D2: p. 25, D2: p. 38, D2: p. 47	D2: p. 25
TEKS K.9.E	listen to and experience first- and third-person texts		
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings		
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas		
TEKS K.10.C	revise drafts by adding details in pictures or words		
(D) edit drafts with adult assistance using standard English conventions, including:			
TEKS K.10.D.i	complete sentences		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
TEKS K.10.D.ii	verbs		
TEKS K.10.D.iii	singular and plural nouns		
TEKS K.10.D.iv	adjectives, including articles		
TEKS K.10.D.v	prepositions		
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases		
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name		
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences		
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words		
TEKS K.10.E	share writing		
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
TEKS K.11.A	dictate or compose literary texts, including personal narratives		
TEKS K.11.B	dictate or compose informational texts.	D2: p. 5, D2: p. 13, D2: p. 15, D2: p. 24, D2: p. 27, D2: p. 37, D2: p. 49, D2: p. 59, D2: p. 61, D2: p. 70, D2: p. 78, D2: p. 87, D2: p. 89, D2: p. 99	
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance		
TEKS K.12.B	develop and follow a research plan with adult assistance		
TEKS K.12.C	gather information from a variety of sources with adult assistance		
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance		
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 2

Correlation—Teacher’s Guide

Power Hits

<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>			
ELPS 1.A	use prior knowledge and experiences to understand meanings in English		
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources		
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary		
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	D2: p. 47	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D2: p. 89; D2: p. 99	
ELPS 1.F	use accessible language and learn new and essential language in the process		
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>			
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D2: p. 25, D2: p. 47, D2: p. 53, D2: p. 71	D2: p. 25, D2: p. 47, D2: p. 53, D2: p. 71
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed		
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language		
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	D2: p. 14, D2: p. 68, D2: p. 84	D2: p. 14, D2: p. 68, D2: p. 84

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 2	Correlation—Teacher’s Guide	Power Hits
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:		
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D2: p. 8, D2: p. 14, D2: p. 41
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D2: p. 8, D2: p. 23, D2: p. 45, D2: p. 67, D2: p. 68, D2: p. 83, D2: p. 95, D2: p. 97
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D2: p. 18, D2: p. 30, D2: p. 35, D2: p. 57, D2: p. 85 D2: p. 57, D2: p. 85
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D2: p. 12, D2: p. 57 D2: p. 12
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text		
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned		
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	D2: p. 18, D2: p. 52	D2: p. 18, D2: p. 52
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs		
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>			
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English		
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D2: p. 14, D2: p. 59, D2: p. 71, D2: p. 87	D2: p. 14, D2: p. 59
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired		
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	D2: p. 14, D2: p. 37	D2: p. 14, D2: p. 37
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 2		Correlation—Teacher’s Guide	Power Hits
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D2: p. 25	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D2: p. 24, D2: p. 37, D2: p. 99	

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